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ABSTRACT

This annual report highlights the actions of the Missouri Coordinating Board for Higher Education and the activities of the Missouri higher education committee. It examines several strategic initiatives undertaken by the state, including: (1) the institutional mission review and enhancement process; (2) MOSTARS (which provides resources and assistance in the areas of student financial assistance; customer service and support; early awareness and outreach; and default prevention and debt management); (3) technology-based delivery systems; (4) postsecondary technical education; (5) the Funding for Results initiative (a results-oriented performance-funding strategy that builds on planning priorities); and (6) efforts to look to the future by the Missouri Commission on the Affordability of Higher Education, the Missouri K-16 Coalition, and the Knight Higher Education Collaborative/College and University President's Roundtable. Appended are data on: academic affairs; funding; legislation; statistics (enrollment trends and degrees conferred); statewide planning; and the proprietary school certification program (including total enrollment of certified schools and completions at certified schools). The report concludes with a listing of Missouri public and independent colleges and universities. (SM)

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REPORTING THE RESULTS

MISSOURI
DEPARTMENT OF
HIGHER EDUCATION



1999

ANNUAL REPORT

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Coordinating Board for Higher Education

The Missouri Coordinating Board for Higher Education was authorized by an amendment to the Missouri Constitution in 1972 and established by statute in the Omnibus State Reorganization Act of 1974. The board, which heads the Missouri Department of Higher Education, serves without compensation. The nine members, one from each congressional district, are appointed by the governor and confirmed by the Senate. The term of appointment is six years, and no more than five of the nine members may be affiliated with the same political party.

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HILLSBORO

Vice Chairman



LYNN EWING, JR.
NEVADA

Secretary



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ST. LOUIS



MARIE CARMICHAEL
SPRINGFIELD



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ST. LOUIS



SANDRA KAUFFMAN
KANSAS CITY



JAMES SUMMERS, JR.
ST. JOSEPH



MARY JOAN WOOLF
CAIRO

*Thank you
for your service.*



CONNIE CAMPBELL
KANSAS CITY



BRYAN COOK
CLAYTON

From the Commissioner

June 2000

Dear Governor Carnahan, Members of the Missouri General Assembly, and Citizens of Missouri:

The Coordinating Board for Higher Education and the state's system of higher education completed a planning process in 1995 producing the Blueprint for Missouri Higher Education. The Blueprint includes five strategic initiatives: institutional mission review and enhancement, student financial assistance, technology-based delivery systems, postsecondary technical education, and performance funding. As a result of your funding these specific initiatives, we have made substantial progress in our efforts to ensure the state's system of higher education is highly differentiated, affordable, accessible, and of the highest quality possible.



KALA M. STROUP

We have enhanced the quality and efficiency of Missouri higher education by differentiating missions through the institutional mission review and enhancement process. To ensure the quality and transferability of dual credit in Missouri, the Coordinating Board approved the revised Policy Guidelines for the Delivery of Dual Credit Courses in High Schools as well as the supplemental Principles of Good Practice in 1999.

We have increased access to Missouri higher education through the implementation of three new student financial assistance programs in 1999. The Advantage Missouri Program and the Missouri College Guarantee Program provided 2,920 additional students a total of \$6.9 million during the 1999-2000 academic year; and in just the first few months of operation, almost \$6.5 million was deposited into 2,139 Missouri Saving for Tuition (MOST) Program savings accounts. Access to postsecondary technical education has improved with the addition of 102 targeted programs since July 1996; and by the end of FY 2000, 68 Missouri communities will be access points for the delivery of postsecondary technical education. In addition, Linn State Technical College has been working since 1995 to obtain accreditation as a postsecondary institution and to fulfill its role as the state's technical college. We also have improved access to higher education for minorities, as evidenced by the steady increase in the number of degrees conferred to minorities by Missouri colleges and universities.

The Missouri Learners' Network, a web-based database of technology-mediated courses and programs offered by participating Missouri colleges and universities, also will provide Missouri citizens greater access to higher education. The network was unanimously endorsed in 1999 by the Coordinating Board, which has received participation agreements from 24 institutions so far, with more expected during the spring of 2000. Also in 1999, MOBIUS, a common library platform that will create a "virtual collection" of the approximately 14 million items in the 49 participating academic libraries, became active. So far, 11 institutions have been brought on-line and are sharing library database information with all other libraries in the consortium. Ten additional institutions are scheduled to be brought on-line in June 2000, and all 49 participating libraries are scheduled to be on-line by mid-2002. In addition, MOREnet began implementing a next-generation network that integrates audio, video, and data into an efficient, seamless delivery to support asynchronous learning environments and the integrated delivery of multimedia content.

December 1999 brought the culmination of several major efforts in Missouri higher education. The Missouri Commission on the Affordability of Higher Education's report, *Toward an Affordable Future*, outlined recommendations for keeping Missouri higher education affordable. The Missouri K-16 Coalition's report, *Mathematics in Missouri*, called for a higher degree of integration of math courses and skills across the K-16 spectrum. And the Knight Higher Education Collaborative/College and University Presidents Roundtables resulted in action plans for promoting greater collaboration among our colleges and universities.

I am pleased to present this annual report of the actions of the Coordinating Board and the activities of the Missouri higher education community. Our efforts to improve access, quality, and efficiency in Missouri higher education will continue as we launch a new strategic plan that will incorporate previous initiatives and new challenges. We thank you for your continuing support of our efforts.

Respectfully submitted by,

A handwritten signature in dark ink that reads "Kala M. Stroup". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kala M. Stroup
Commissioner of Higher Education
State of Missouri

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DEPARTMENT OF
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Institutional Mission Review and Enhancement

Conducting, in consultation with each public four-year institution's governing board, and the governing board[s] of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education.

Section 173.030(7) RSMo

In 1995, the passage of Senate Bill 340 directed the Coordinating Board for Higher Education to review the missions of the state's public colleges and universities every five years. The institutional mission review and enhancement process minimizes the duplication of programs by encouraging specialization and emphasizing programmatic excellence in order to achieve institutional differentiation.

Accordingly, each of Missouri's public colleges and universities has developed a plan to focus on what it does well and needs to enhance, what it is not doing but needs to do, and what it currently does that should be eliminated. Currently, all public two-year and four-year institutions have been through at least one mission review process and are receiving state funding for mission enhancement. At the end of the five-year cycle of mission review and enhancement, each institution will report its success in achieving its mission-related accountability measures.

PHASE I INSTITUTIONS

PUBLIC FOUR-YEAR INSTITUTIONS

The fiscal year beginning in July 1999 marked the final year of state funding for Southwest Missouri State University, Missouri Western State College, and Missouri Southern State College for implementation of their mission enhancement plans, which were developed in 1995. During the past four years, these institutions have undergone a transformation and refined their missions. Southwest became a selective admissions institution, enhanced its mission in public affairs, and strengthened its graduate education mission. Missouri Western remained an open enrollment institution but adopted a focus on access to learner success through its Access Plus program. Missouri Southern became a moderately selective admissions institution with an emphasis on international studies.

In April 1999, the Coordinating Board adopted guidelines for the second five-year cycle of mission review for these institutions. The second cycle began with a review and discussion of the success each institution had in achieving the

results of its respective mission accountability measures. In 2000, each institution will report the results of the first cycle of mission review. The schedule culminates in a report of the first cycle of mission review and enhancement results to the governor and Missouri General Assembly in January 2001.

COMMUNITY COLLEGES

The State Plan for Postsecondary Technical Education served as the mission implementation plan for Missouri's public community colleges until April 1999, when the Coordinating Board initiated the mission review of the community colleges. One of the components used in the mission review process was A State Plan for Community Colleges in Missouri, a document that the Presidents and Chancellors Council of the Missouri Community College Association shared with the Coordinating Board in February 1999. It was used in conjunction with state statutes, the Blueprint for Missouri Higher Education, the State Plan for Postsecondary Technical Education, and other board policies to draft community college mission, role, and scope statements, which the Coordinating Board approved in October 1999.

Department of Higher Education staff currently are working with the community college presidents and chancellors to develop an implementation plan for the second cycle of mission review and enhancement.

LINN STATE TECHNICAL COLLEGE

Linn State Technical College also received its final year of mission enhancement funding in FY 2000. Linn State has been engaged in a process of self-study, addressing the North Central Association of Colleges and Schools' (NCA) requirements and criteria for accreditation. Following an April 2000 evaluation visit by a team representing the NCA Commission on Institutions of Higher Education, Linn State anticipates final action by the commission in the later part of 2000. Linn State is requesting accreditation at the associate of applied science degree level.

Linn State will be scheduled for another cycle of mission review when it fulfills the requirements for NCA accreditation.

PHASE II INSTITUTIONS

Central Missouri State University, Northwest Missouri State University, and Southeast Missouri State University developed

MISSION ENHANCEMENT RESULTS

SOUTHWEST MISSOURI STATE UNIVERSITY

- ✦ Redesigned course offerings to reflect an emphasis in public affairs
 - ◆ Increased the number of Service Learning Courses, which require students to provide 40 hours of service relevant to the course topic, from 17 in the fall of 1997 to 67 in the fall of 1999
- ✦ Added 20 new graduate programs
 - ◆ Increased graduate program enrollment from 10 percent of total student enrollment in the fall of 1994 to almost 17 percent in the fall of 1999
- ✦ Increased programmatic access to postsecondary technical education at its West Plains campus

MISSOURI WESTERN STATE COLLEGE

- ✦ Improved student retention and success rates
 - ◆ Increased the freshman success rate (the proportion of first-time, full-time freshmen who completed 24 credit hours with a 2.0 grade point average) to 54 percent, a 13 percent increase since 1992
 - ◆ Increased the freshman to sophomore retention rate by 10 percent since 1995
 - ◆ Increased the one-year retention rate for underprepared students by 21 percent
- ✦ Partnered with Hilliard Technical Center to provide technical education and training in the St. Joseph area
- ✦ Received state and national recognition:
 - ◆ 1999 Pacesetter Award — National Academic Advising Association
 - ◆ Proclamations from the Missouri House of Representatives, the Missouri Senate, and Governor Mel Carnahan

MISSOURI SOUTHERN STATE COLLEGE

- ✦ Added Chinese, French, German, Japanese, and Russian
- ✦ Increased enrollment in foreign language courses by almost 35 percent
- ✦ More than doubled the number of students majoring in a foreign language
- ✦ Had 84 students take departmental advanced placement tests and earn a combined total of 366 hours of foreign language credit during the 2000 academic year
- ✦ Initiated a pilot program that measures reading, listening, writing, and speaking skills independently to test proficiency in Spanish
- ✦ Worked to infuse a global perspective into various aspects of campus life through cooperative outreach programs, workshops, seminars, student and faculty diversity, communications technologies, and study abroad opportunities
- ✦ Created the web-based National Center for International Education to assist institutions of higher education in devising, implementing, and maintaining effective international education programs
- ✦ Developed the Missouri Multicultural Network, a web site to provide new Missouri residents whose first language is not English information on such topics as learning to speak English, finding housing, and obtaining a driver's license

mission enhancement plans in 1996 and began receiving implementation funding in FY 1998. In October 1999, the Coordinating Board recommended the fourth and final year of mission enhancement funding for these institutions.

PHASE III INSTITUTIONS

In April 1999, the Coordinating Board received progress reports on the mission enhancement plans of Lincoln University and the University of Missouri. FY 1999 was the first year of mission enhancement funding for each of these institutions.

In October 1999, the Coordinating Board approved FY 2001 (year three) mission enhancement activities and funding for Lincoln University, the University of Missouri, Truman State University, and Harris-Stowe State College.

PROPRIETARY INSTITUTIONS

Missouri proprietary schools are included as a part of the Coordinating Board's institutional mission review initiative and are linked to the broader goals of the board's Integrated Strategic Plan and Blueprint for Missouri Higher Education.

The certificate to operate that is granted to proprietary schools by the

Department of Higher Education represents an in-depth mission review of the institution (or proposed institution) and its programs. Institutional organization, program content and structure, financial stability, faculty and staff qualifications, and student services information receive a thorough evaluation in order to ensure the institution meets the Coordinating Board's standards.

More information about the Proprietary School Certification Program is on page 46.

LOOKING TO THE FUTURE

By the end of 2003, each of Missouri's public colleges and universities will have completed their current cycle of mission review, with the final year of enhancement funding being FY 2002. Each institution will report its mission enhancement results as it completes the current mission review cycle and prepares to begin a new cycle. As a result of this strategic initiative, the board's goals for access and quality are being achieved through an integrated and coherent set of public policies that ultimately will increase the overall efficiency of Missouri higher education.

Accomplishments

- ✦ Southwest Missouri State University, Missouri Western State College, Missouri Southern State College, Linn State Technical College, and Missouri's public community colleges completed the final year of their first cycle of state-funded mission enhancement.
- ✦ National recognition as a result of mission enhancement:
 - ◆ Southwest Missouri State University was honored in six categories in the 1999 John Templeton Foundation Guide: Colleges that Encourage Character Development
 - ◆ Missouri Western State College's Access Plus program was named one of the Top 100 Effective Programs at Four-Year Colleges and Universities — American Association of State Colleges and Universities
 - ◆ Missouri Western State College received the 1999 National Retention Excellence Award — Noel Levitz

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MOSTARS

The Coordinating Board shall be the administrative agency for the implementation of the [financial assistance] program established by sections 173.210 to 173.235 RSMo.

Section 173.210 RSMo

In its Blueprint for Missouri Higher Education, the Coordinating Board for Higher Education emphasized the importance of providing

Missouri citizens financial access to postsecondary education. The Missouri Commission on the Affordability of Higher Education also emphasized the importance of financial access in its December 1999 report, *Toward an Affordable Future*. The commission found that financial assistance is becoming an increasingly important aspect of the ways students and families finance postsecondary education in Missouri.

To address the critical issue of student financial access and Governor Mel Carnahan's goal of providing postsecondary educational opportunities to Missouri citizens through a cost-efficient, consumer-oriented system, the Coordinating Board organized all of its student financial assistance programs and services into one division, called MOSTARS, in October 1997.

MOSTARS' primary mission is to be a statewide "one-stop shop" for postsecondary assistance to Missouri citizens. By continuing to work in partnership with its constituents, MOSTARS serves as a key component in ensuring that students have the opportunity to access education beyond high school and to develop career paths. MOSTARS provides resources and assistance in four major

areas: student financial assistance, customer service and support, early awareness and outreach, and default prevention and debt management.

STUDENT FINANCIAL ASSISTANCE

The Missouri Commission on the Affordability of Higher Education noted in its findings that Missouri has significantly increased access to student financial assistance through the development of new, targeted financial assistance programs. Between FY 1993 and FY 2000, Missouri increased the funding of its student financial assistance programs by more than \$20 million. And during the 1999-2000 academic year, three new state student financial assistance programs — the Advantage Missouri Program, the Missouri College Guarantee Program, and the Missouri Saving for Tuition (MOST) Program — were implemented. The Advantage Missouri Program and the Missouri College Guarantee Program provided 3,111 additional students a total of \$6.9 million during the 1999-2000 academic year.

The Advantage Missouri Program provides need-based, forgivable loans to eligible students pursuing identified academic programs that lead to employment in designated high-demand occupations in Missouri. The maximum loan amount per academic year is \$2,500, not to exceed a total of \$10,000, 10 semesters, or the completion of the academic program, whichever occurs first. The Coordinating Board is required by statute to consult with the Missouri departments of labor and economic development and other private and



A division of the Missouri Department of Higher Education, MOSTARS provides postsecondary assistance to Missouri families. To promote educational opportunities beyond high school, MOSTARS administers state and federal student assistance programs, which include grants, scholarships, and loans, as well as early awareness/outreach and default prevention/debt management services. As a statewide resource for postsecondary assistance, MOSTARS provides quality customer service, timely information, and innovative technology.

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"MOSTARS PROVIDES SUPERIOR AND INNOVATIVE SERVICES, INCLUDING ATOM, AS WELL AS ACCESS TO LOW-COST LOANS."

— DR. KENNETH DOBBINS, PRESIDENT OF
SOUTHEAST MISSOURI STATE UNIVERSITY



FEDERAL AND STATE STUDENT FINANCIAL ASSISTANCE PROGRAMS ADMINISTERED BY MOSTARS

- ✦ ADVANTAGE MISSOURI PROGRAM
- ✦ CHARLES GALLAGHER STUDENT FINANCIAL ASSISTANCE PROGRAM
- ✦ MARGUERITE ROSS BARNETT MEMORIAL SCHOLARSHIP PROGRAM
- ✦ MIDWEST STUDENT EXCHANGE PROGRAM
- ✦ MISSOURI COLLEGE GUARANTEE PROGRAM
- ✦ MISSOURI HIGHER EDUCATION ACADEMIC "BRIGHT FLIGHT" SCHOLARSHIP PROGRAM
- ✦ MISSOURI SAVING FOR TUITION (MOST) PROGRAM
- ✦ PUBLIC SERVICE OFFICER SURVIVOR GRANT PROGRAM
- ✦ VIETNAM VETERAN'S SURVIVOR GRANT PROGRAM
- ✦ FEDERAL FAMILY EDUCATION LOAN PROGRAM
 - ◆ FEDERAL CONSOLIDATION LOAN PROGRAM
 - ◆ PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS) PROGRAM
 - ◆ SUBSIDIZED FEDERAL STAFFORD LOAN PROGRAM
 - ◆ UNSUBSIDIZED FEDERAL STAFFORD LOAN PROGRAM

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public labor groups in Missouri to designate the high-demand occupations annually. For the 1999-2000 academic year, the Coordinating Board designated occupations related to computer technology, advanced manufacturing, and biomedicine-biotechnology as high-demand fields. Students completing designated academic programs who obtain full-time employment in a designated high-demand occupational area in Missouri may have one year of loans forgiven for each year of employment. If a student does not comply with the loan forgiveness provisions, the loan amount plus interest must be repaid. During the 1999-2000 academic year, \$2.9 million was distributed to 1,297 eligible students through the Advantage Missouri Program.

The Missouri College Guarantee Program provides grants to the neediest students who have achieved the required ACT or SAT composite score, obtained the necessary high school grade point average, and participated in high school extracurricular activities to qualify for the program. The maximum annual grant award is based on the fees charged a full-time student at the University of Missouri-Columbia along with a standard book allowance determined by the Coordinating Board. The student's final award amount is determined after all state and federal nonrepayable need-based student assistance is deducted from the maximum annual award amount. During the 1999-2000 academic year, \$4 million was distributed to 1,814 eligible students through the Missouri College Guarantee Program.

The third new state program is the MOST Program, which is managed under the direction of the MOST Program Board and the Office of the State Treasurer. MOST encourages participants to save for postsecondary educational expenses by offering a combination of federal and state tax incentives. The program allows participants to contribute up to \$8,000 annually, and anyone can open an

account. Earnings are exempt from state taxation if used to pay for qualified expenses at an accredited postsecondary institution, and federal income taxes are deferred until distributions are made and then are taxed at the student's tax rate. Missouri citizens were first able to begin making contributions in the fall of 1999. As of December 31, 1999, almost \$6.5 million had been deposited into 2,139 MOST savings accounts.

CUSTOMER SERVICE AND SUPPORT

MOSTARS continually develops methods to enhance the application and delivery process for its programs. During 1999, MOSTARS fully implemented the electronic delivery of state student financial assistance program funds to Missouri postsecondary institutions. As of December 31, 1999, 37 institutions were participating in the electronic transfer of funds process so that students receive funding more efficiently and timely; approximately 64 percent of all the funds awarded through the state student financial assistance programs are distributed electronically. Electronic methods for administering programs and delivering student financial assistance funding remain top priorities of MOSTARS.

EARLY AWARENESS AND OUTREACH

In its findings, the Missouri Commission on the Affordability of Higher Education noted that the information distributed to students and families about postsecondary educational opportunities and what they are expected to pay is uncoordinated, sometimes unclear, and often presented in formats not accessible to or understandable by the average consumer. The commission also found that there is a disturbing trend of increased student borrowing, particularly at the freshman and sophomore levels.

In anticipation of the findings and recommendations of the affordability

commission, MOSTARS presented its early awareness and outreach plans to the Coordinating Board in October 1999. The plans include significant collaboration with the Missouri Department of Elementary and Secondary Education, ACT, Inc., Caring Communities, community action groups, colleges and universities, and middle and secondary school districts, particularly those with traditionally low college attendance rates. The plans also include advancing the role of the federal TRIO programs (Talent Search, Upward Bound, and Student Support Services) and the Heartland's Alliance for Minority Participation in promoting participation and success in Missouri's postsecondary education system.

The plans call for the distribution of brochures, newsletters, training materials, and manuals to students, parents, postsecondary institutions, lenders, middle and high schools, state agencies, and government officials who are affiliated with early awareness and outreach programs. In addition, MOSTARS developed a presentation for student financial assistance nights held at most high schools; the presentation outlines the state and federal financial assistance programs available for students pursuing postsecondary education in Missouri. MOSTARS held a "Make High School Count" meeting for seventh- and eighth-grade students and their parents in Rolla in October 1999. Similar programs are scheduled in other areas of the state in 2000. MOSTARS staff also has met with middle and high schools and postsecondary institutions to set up cooperative programs to get early awareness information to underrepresented students.

The early awareness and outreach plans also outline the continuation of MOSTARS' work with the University of Missouri-Columbia, the University of Missouri-Kansas City, and the University of Missouri-St. Louis, which were awarded Gaining Early Awareness and Readiness for Undergraduate

Programs (GEAR UP) partnership grants. As an identified partner in each of the three grants, MOSTARS is working to ensure the success and funding of the grants by providing expertise on student financial assistance programs, providing postsecondary education planning information, providing assistance in monitoring student progress in postsecondary education, identifying potential funding sources, and establishing administrative policies for GEAR UP scholarships awarded by the GEAR UP partnerships.

DEFAULT PREVENTION AND DEBT MANAGEMENT

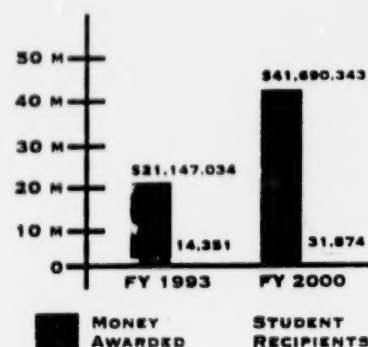
Student loan debt and default rates continue to be state issues; therefore, guaranty agencies such as the Missouri Student Loan Program (MSLP) are implementing initiatives to increase awareness about the options student borrowers have to avoid default. The MSLP's student loan default rate was 10.1 percent in FFY 1997. Because high debt levels often impact student progress toward graduation and choice of career, MOSTARS is working to reduce Missouri's student loan default rate and students' dependence on credit cards.

To respond to the critical issue of student loan debt, MOSTARS formed the Default Prevention Task Force, which held its second annual conference in June 1999. The mission of the task force is to work with students, families, state and federal government, postsecondary institutions, and high schools to promote awareness of the responsibilities associated with student borrowing and credit card debt. The task force has identified goals and objectives that will lead to the implementation of strategies for preventing default.

In addition, MOSTARS has developed publications about student loan default for middle, secondary, and college students; parents; and schools. These include the "Before You Sign,

STRATEGIC INITIATIVE

STATE STUDENT FINANCIAL ASSISTANCE FY 1993 AND FY 2000



MOSTARS CONSTITUENTS

- POTENTIALLY COLLEGE-BOUND STUDENTS AND THEIR PARENTS
- CURRENTLY ENROLLED STUDENTS
- ALUMNI AND STUDENTS WHO LEAVE SCHOOL AND BEGIN LOAN REPAYMENT
- 456 LENDING INSTITUTIONS
- STATE AND NATIONAL SECONDARY STUDENT LOAN MARKETS
- 600 MISSOURI PUBLIC AND PRIVATE HIGH SCHOOLS
- 220 MISSOURI POSTSECONDARY INSTITUTIONS, SUCH AS TWO-YEAR AND FOUR-YEAR PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES, AREA VOCATIONAL TECHNICAL SCHOOLS, PRIVATE CAREER SCHOOLS, AND ALLIED HEALTH SCHOOLS
- DEPARTMENTS OF FEDERAL AND STATE GOVERNMENT
- FEDERAL AND STATE LEGISLATORS

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MOSTARS PUBLICATIONS

- ✦ "BEFORE YOU SIGN, THINK!"
- ✦ "CHOOSING THE RIGHT SCHOOL FOR YOU"
- ✦ "GOOD NEWS FOR DEFAULTED BORROWERS"
- ✦ "MAKE HIGH SCHOOL COUNT"
- ✦ "MISSOURI HIGHER EDUCATION ACADEMIC 'BRIGHT FLIGHT' SCHOLARSHIP PROGRAM"
- ✦ MOSTARS NEWSLETTER
- ✦ "NEED MONEY FOR COLLEGE? MISSOURI GRANTS, SCHOLARSHIPS, LOANS, AND MORE"
- ✦ RATED PG: PARENTAL GUIDANCE SUGGESTED
- ✦ "RESOURCES ON THE WORLD WIDE WEB"
- ✦ THE ROAD TO YOUR FUTURE ENTRANCE AND EXIT LOAN COUNSELING BOOKLETS
- ✦ "THE SMART APPROACH TO STUDENT LOANS AND CONSUMER DEBT"
- ✦ "SMART HABITS FOR STUDENT RETENTION AND DEFAULT PREVENTION"
- ✦ "WHAT IS MOSTARS?"



MSLP LOANS GUARANTEED FFY 1999

- ✦ 76,027 STUDENT BORROWERS
- ✦ \$333.5 MILLION



MOSTARS WEB SITE

WWW.MOCBHE.GOV/MOSTARS/FINMENU.HTM

**MOSTARS
INFORMATION CENTER**
(800) 473-6757

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Think!," "Good News for Defaulted Borrowers," "The Smart Approach to Student Loans and Consumer Debt," and "Smart Habits for Student Retention and Default Prevention" brochures and The Road to Your Future loan counseling booklets. In 1999, MOSTARS distributed the first Missouri Life 101 magazine to more than 62,000 high school seniors in the state. Life 101 covers topics such as preparation for college admissions and financial assistance as well as life skills, including money management and maintaining a personal checking account. In addition, "Do the Smart Thing" default prevention posters have been delivered to state social services agencies, state employment services agencies, and community organizations for them to display. The posters are designed to remind student loan borrowers they have options for repaying their loans and to encourage them to ask for help if they are having problems with repayment.

In another effort to reduce student loan debt and default, MOSTARS has partnered with MOHELA, the state's designated secondary market for student loans, to offer low-cost loans and borrower interest benefits that can save students money. In June 1999, the Coordinating Board authorized the waiver of the 1 percent guarantee fee for all loans guaranteed by the MSLP on or after July 1, 1999. The guarantee fee was intended to offset certain costs associated with defaulted loans. Waiving the fee increases the amount of loan funds available to students without increasing the amount of student debt.

ONGOING ACTIVITIES

While developing new products and services, MOSTARS engages in several ongoing activities designed to improve access to Missouri higher education.

- MOSTARS provides information on student assistance programs and services by distributing brochures, newsletters, training materials, and manuals to students, parents, high schools, colleges and universities,

lenders, and state and federal government officials.

- The Mapping Your Future web site, a user-friendly electronic career development guide co-sponsored by MOSTARS and other guaranty agencies, provides information to assist students, parents, schools, and financial aid professionals.
- The MOSTARS Information Center's nationwide toll-free hotline receives approximately 800 calls weekly from students, parents, postsecondary institutions, and lenders.
- Each year, MOSTARS exhibits at approximately 40 annual statewide conferences, workshops, meetings, and events at which staff distribute information on postsecondary education and student financial assistance to the public.
- MOSTARS provides information, materials, and services to 41 One-Stop Shops established throughout the state by the Missouri Workforce Initiative Networking System (Missouri WINS) to offer information on educational opportunities and student financial assistance.
- MOSTARS participates in high school financial assistance nights and works with other state and federal associations to disseminate information about its services and to promote early awareness of and access to postsecondary education.
- The delivery of Federal Family Education Loan Program funds is streamlined through the Automated Transfer of Money (ATOM) program. As of December 1999, the cumulative number of disbursements through ATOM totaled 386,111; the total amount disbursed equaled \$638,823,976; and 51 colleges and universities and 86 lenders were participating in the ATOM process.
- The Administrative Wage Garnishment (AWG) program and state and federal tax offset programs are used to collect funds from defaulted borrowers. Since

the AWG program was fully implemented in 1996, the MSLP has collected a cumulative total of \$16.9 million from defaulted borrowers through the program. In FFY 1999, the MSLP collected a total of \$101,649 from 687 borrowers through state income tax offset.

- ♦ MOSTARS offers technical assistance to postsecondary institutions and lenders by interpreting state and federal regulations and conducting program reviews to help institutions implement rules and regulations related to state and federal programs.
- ♦ MOSTARS staff visit approximately 350 postsecondary institutions and lenders annually to provide services related to the administration of student financial assistance programs.

LOOKING TO THE FUTURE

Keeping with the affordability commission's recommendation that information pertaining to the cost and price of postsecondary education be included in a common format on one web site, MOSTARS plans to develop new and improve upon existing web-based products and services. This will allow students and parents to access one web site for college cost information. MOSTARS also plans to move ATOM and the administration of the state student financial assistance programs to a web-based environment. This will allow MOSTARS to provide services for these programs in the most efficient manner for all constituents.

Currently, MOSTARS is making

efforts to coordinate institutional, state, and federal financial assistance and to ensure underrepresented, underserved, and low-income students are served. In addition, MOSTARS is exploring more efficient ways to deliver student financial assistance to students enrolled in multiple institutions and distance education programs.

MOSTARS also has outlined plans to provide consulting services to institutions that have student loan default rates in excess of 10 percent. These services will include on-site assistance to help institutions develop and implement effective student loan default prevention programs and practices. Additional plans include continuing electronic media campaigns, developing video promotions and public service announcements, and proposing a middle and secondary school curriculum related to student loan borrowing and credit card debt management.

In addition, MOSTARS is conducting research to determine the characteristics of student assistance recipients. MOSTARS will profile defaulted student loan borrowers to determine the typical characteristics of a borrower who does not pay back a student loan. MOSTARS also will identify underrepresented and underserved students and others who can benefit from postsecondary education. The research will help the Coordinating Board as it develops and implements new policies and procedures related to student financial assistance.

MISSOURI GEAR UP PARTNERSHIP GRANTS

GEAR UP, INC! (IN-GEAR FOR CAREERS!)
UNIVERSITY OF MISSOURI-ST. LOUIS

PARTNERS:

University of Missouri-St. Louis
Harris-Stowe State College
St. Louis Community College
Webster University

MOSTARS

St. Louis Public School District
Wellston School District
Maplewood-Richmond Heights School District
Normandy School District
Better Family Life
Urban League of Greater St. Louis
St. Louis Science Center

SCHOOLS SERVED:

Northwest, Stowe, and Bishop Middle Schools
(Years 1-5)
Maplewood-Richmond Heights, and Normandy
Middle Schools (Years 2-5)



**PROJECT SHIFT (SOARING HEIGHTS AND
IDENTIFYING FUTURE TALENTS)**
UNIVERSITY OF MISSOURI-KANSAS CITY

PARTNERS:

University of Missouri-Kansas City
MOSTARS
Kansas City Missouri School District
Youth Friends
Gateway Computers
YMCA of Greater Kansas City
Missouri Association of Student Financial Aid
Personnel

SCHOOL SERVED:

Martin Luther King Middle School (Kansas City)



**THE REACH PROJECT
(RAISING EVERY AFRICAN-AMERICAN
CHILD HIGHER)**
UNIVERSITY OF MISSOURI-COLUMBIA

PARTNERS:

University of Missouri-Columbia
MOSTARS

Kansas City Missouri School District
Morning Star Development Corporation
Missouri Division of Vocational Rehabilitation

SCHOOL SERVED:

Central Middle School (Kansas City)

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MISSOURI SAVING FOR TUITION (MO\$T) PROGRAM

(888) 414-MOST

WWW.MISSOURIMOST.ORG



MO\$T PROGRAM BOARD

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JOE DRISKILL
DIRECTOR, MISSOURI DEPARTMENT OF
ECONOMIC DEVELOPMENT

DONALD ALLENBRAND
CPA, RFA

Accomplishments

- ❖ Three new state student financial assistance programs were implemented:
 - ♦ The Advantage Missouri Program, a need-based, forgivable loan program for students pursuing identified academic programs leading to employment in designated high-demand occupations in Missouri, provided \$2.9 million to 1,297 eligible students in FY 2000.
 - ♦ The Missouri College Guarantee Program, a need-based scholarship for Missouri residents based on high school and college academic achievement, provided \$4 million to 1,814 eligible students in FY 2000.
 - ♦ The Missouri Saving for Tuition (MO\$T) Program encourages participants to save for postsecondary educational expenses by offering a combination of federal and state tax incentives. As of December 31, 1999, almost \$6.5 million had been deposited into 2,139 MO\$T savings accounts.
- ❖ The MOSTARS Information Center's toll-free number received approximately 800 calls weekly from students, parents, postsecondary institutions, and lenders.
- ❖ MOSTARS fully implemented the electronic transfer of funds process for delivering state student assistance program funds to Missouri postsecondary institutions:
 - ♦ Thirty-seven institutions were participating as of December 31, 1999.
 - ♦ Approximately 64 percent of all the funds awarded through state student financial assistance programs are distributed to institutions electronically.
- ❖ MOSTARS staff began working on new early awareness, outreach, default prevention, and debt management initiatives to:
 - ♦ increase attendance rates at the postsecondary level,
 - ♦ increase learning success at the postsecondary level,
 - ♦ provide low-cost loans,
 - ♦ reduce the state's student loan default rate, and
 - ♦ reduce students' dependence on credit cards.
- ❖ The MOSTARS web site received more than 120,000 hits in 1999.

Technology-Based Delivery Systems

Developing arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources.

Section 173.020(3) RSMo

As Missouri's system of higher education accepts the challenge of serving the diverse needs of learners throughout the state, innovative technologies become an increasingly important avenue for providing access to students on Missouri campuses as well as to learners who are place-bound or limited by work or family obligations. Today, Missouri's educational providers are working collectively to take advantage of the sophisticated technology infrastructure that has been put into place. Consequently, Missouri learners have more access to educational resources than ever before. The challenge now is to continue to provide Missourians even better access to educational opportunities and at the same time continue to improve teaching and learning through the use of new technologies.

MISSOURI RESEARCH AND EDUCATION NETWORK

One of the Coordinating Board's first major statewide technology initiatives was the support of the Missouri Research and Education Network (MOREnet), a high-speed statewide network that addresses the educational and research needs of Missouri higher education. The MOREnet consortium serves organizations that support education, research, public service, economic development, and government by providing reliable access to the Internet and related support services to make using the Internet easier and more efficient. MOREnet also allows the integration of audio, video, and data into a seamless delivery of instructional content.

As of 1999, the Coordinating Board's goal of providing high-speed Internet access for faculty has been achieved at Missouri's public and independent colleges and universities. Universal high-speed Internet access for students also is assumed at colleges and universities. In addition, MOREnet provides high-speed Internet capability to K-12 schools, community networks, libraries, and government agencies.

MOREnet received its first dedicated state appropriation of \$5 million in FY 1998 to expand and strengthen connections to the Internet, K-12 schools, colleges and universities, government departments, and other agencies. A second appropriation of \$10.7 million in FY 1999 enabled MOREnet to provide its members increased networking and technology, including faster, more reliable Internet access. And on June 22, 1999, an \$11.9 million appropriation was approved for FY 2000 to provide continued growth and support of MOREnet services, including Internet-based interactive video.

In 1999, MOREnet began the process of implementing MOREnet3 (M3), a next-generation data network that will enhance the state backbone infrastructure and Internet access in an efficient, cost-effective manner. M3 was built to capitalize on emerging technologies that support asynchronous learning environments as well as the integrated delivery of multimedia content. Under the guidance of its advisors and customers, MOREnet designed M3 as an enhancement to Missouri's current network. It consists of reliable, high-speed backbone and access circuits, based on industry standards, which provide increased bandwidth and multimedia services to customer sites. In order to focus on common missions, concerns, and services related to higher education and distance learning, the MOREnet consortium voted to reorganize MOREnet into an exclusively higher education consortium.

MORENET SERVICES

- ACCESS TO THE INTERNET "BACKBONE"
- TECHNICAL SUPPORT VIA TELEPHONE AND E-MAIL
- TRAINING AND WORKSHOPS ON INTERNETWORKING ISSUES AND TOPICS
- DATA AND VIDEO NETWORK OPERATIONS AND SERVICES
- LOCAL AND WIDE AREA NETWORK CONSULTING
- SHARED ELECTRONIC RESOURCES
- SECURITY SERVICES
- ANNUAL CONFERENCES
- DOCUMENTATION
- DISCUSSION LISTS

MORENET WEB SITE
WWW.MORE.NET

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MISSOURI BIBLIOGRAPHIC INFORMATION USER SYSTEM (MOBIUS)

In the spring of 1998, Missouri colleges and universities developed a memorandum of understanding to establish a new consortium, called MOBIUS, to operate the computer and software systems needed to support a statewide automated library system employing a common platform. The common library platform will create a "virtual collection" of the approximately 14 million items in the 49 participating academic libraries, allowing faculty and students at participating institutions to request library materials using any personal computer with Internet access. Library materials requested through the common library platform are distributed through the MOBIUS delivery system, which has successfully shared several thousand items since it became active in October 1999.

MOBIUS consists of 10 "clusters" of higher education institutions that have been, or will be, brought on-line at regular intervals. So far, three clusters have been brought on-line, bringing to 11 the total number of institutions currently sharing library database information with all other libraries in the consortium. Two additional clusters, comprising 10 institutions, are scheduled to be brought on-line in June 2000. All 49 libraries are scheduled to be on-line by mid-2002.

MOBIUS received its first state appropriation of \$3.4 million in FY 1999 to support the first stage of operation. An additional \$3.4 million was allocated in FY 2000 to allow continued implementation of the common library platform.

MISSOURI LEARNERS' NETWORK

The development of a "smart catalog" has been identified as a top priority by several advisory groups, including the 1996 Pew Higher Education Roundtable, the 1997 Telecommunications Advisory Group, and the 1998 Presidents'

Conference on Telecommunications. Such a catalog was envisioned as a web-based database of technology-mediated courses and programs offered by participating Missouri public and private colleges and universities. A number of search options would allow interested learners to select courses and programs by location, instructional delivery mode, or other preferences.

As a result of the diligent work of the Office of Social and Economic Data Analysis (OSED) and the support of the Missouri higher education community, the vision will become a reality soon. In 1999, Bill Elder of OSED and the CBHE Smart Catalog Ad Hoc Committee made progress toward the development and implementation of the Missouri Learners' Network. Their work was recognized at the October 1999 Coordinating Board for Higher Education meeting when the board unanimously endorsed the network.

Forty-three colleges and universities have indicated their intent to participate in the Missouri Learners' Network, which will come on-line as their data are loaded into the network database during the summer of 2000. The network is a high priority of the Coordinating Board, and consequently, the board recommended funding for the project in the FY 2001 budget request. Due to other higher education commitments and budget limitations, the governor was not able to include the network in his budget recommendation; however, support for the network remains strong. Several funding alternatives are being considered to enable development of the network to continue until permanent funding is secured.

The Missouri Learners' Network will provide Missouri citizens greater access to postsecondary educational opportunities and help institutions promote their technology-mediated courses and programs. Therefore, the network undoubtedly will be an invaluable asset for Missouri higher education in the 21st century.

COMMITTEE ON TECHNOLOGY AND INSTRUCTION (CTI) AS OF DECEMBER 1999

EXTENSION/LAND-GRANT INSTITUTIONS

DR. MANUEL PACHECO, PRESIDENT
UNIVERSITY OF MISSOURI
DR. DAVID HENSON, PRESIDENT
LINCOLN UNIVERSITY

CONSORTIA/MISSION-RELATED INSTITUTIONS

DR. J.P. MEES, VICE PRESIDENT FOR PLANNING AND POLICY
AND EXECUTIVE ASSISTANT TO THE PRESIDENT
CENTRAL MISSOURI STATE UNIVERSITY
DR. FRANK VEEMAN, EXECUTIVE DIRECTOR
NORTHWEST MISSOURI EDUCATIONAL CONSORTIUM/NWMSU
DR. RICHARD FARMER, EXECUTIVE DIRECTOR
SOUTHEAST MISSOURI EDUCATIONAL CONSORTIUM/SEMSU
REGIONAL TECHNICAL EDUCATION COUNCILS
DR. EVELYN JORGENSEN, PRESIDENT
MOBERLY AREA COMMUNITY COLLEGE

CONSULTANTS

MS. SALLY BURNETT, MISSOURI DISTANCE LEARNING ASSOCIATION
MR. BILL ELDER, OFFICE OF SOCIAL AND ECONOMIC DATA ANALYSIS, UNIVERSITY EXTENSION
VIDEO INSTRUCTIONAL DEVELOPMENT AND EDUCATIONAL OPPORTUNITY PROGRAM ADVISORY COMMITTEE
THE INSTITUTE OF HIGHER EDUCATION POLICY

DR. JOHN COOPER, PRESIDENT
THREE RIVERS COMMUNITY COLLEGE

DR. DONALD DOUCETTE, VICE CHANCELLOR FOR
EDUCATION AND TECHNOLOGY
METROPOLITAN COMMUNITY COLLEGES

DR. E. LYNN SUYDAM, PRESIDENT
ST. LOUIS COMMUNITY COLLEGE AT MERAMEC

DR. DONALD CLAYCOMB, PRESIDENT
LINN STATE TECHNICAL COLLEGE

INDEPENDENT INSTITUTION AND
MIDWESTERN HIGHER EDUCATION
COMMISSION

DR. GERALD BROUDER, PRESIDENT
COLUMBIA COLLEGE

COUNCIL ON PUBLIC HIGHER EDUCATION

DR. JOHN KEISER, PRESIDENT
SOUTHWEST MISSOURI STATE UNIVERSITY

MISSOURI COMMUNITY COLLEGE ASSOCIATION

DR. HENRY SHANNON, PRESIDENT
ST. LOUIS COMMUNITY COLLEGE

INDEPENDENT COLLEGES AND UNIVERSITY OF MISSOURI

DR. MARIANNE INMAN, PRESIDENT
CENTRAL METHODIST COLLEGE

MORENET

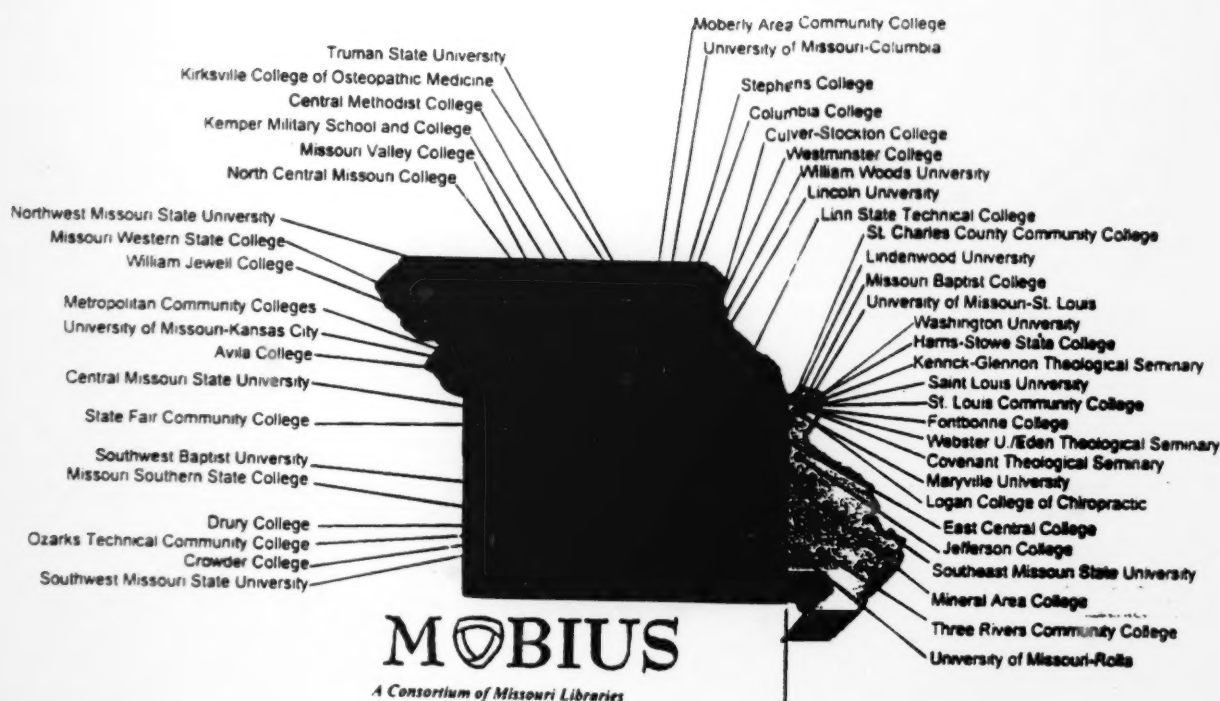
MR. BILL MITCHELL, EXECUTIVE DIRECTOR

MOBIUS

DR. SHIRLEY BAKER, MOBIUS COUNCIL CHAIR AND DEAN OF
UNIVERSITY LIBRARIES
WASHINGTON UNIVERSITY

STATE BOARD OF EDUCATION

DR. SUE COLE, COORDINATOR OF STATE PROGRAMS
MISSOURI DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION



CBHE ADVISORY COMMITTEE ON TECHNOLOGY AND INSTRUCTION

In December 1998, the Coordinating Board appointed the CBHE Advisory Committee on Technology and Instruction (CTI) to advise the board on the use of technology to accelerate learning and provide greater access to postsecondary educational opportunities in Missouri. CTI is building on the work of the Telecommunications-Based Delivery System Resource Group and the Telecommunications Advisory Group. The 17-member CTI includes representatives of public and independent institutions with missions related to information technology, regional consortia, statewide organizations that support technological access to learning resources (MOREnet and MOBIUS), and the Missouri Department of Elementary and Secondary Education.

Throughout 1999, CTI received progress reports from MOREnet and MOBIUS. Committee members also supported continued development and implementation of the Missouri Learners' Network. Additionally, CTI encouraged Missouri postsecondary institutions to invest in the Distributed Learning Workshop Initiative, a collaborative opportunity designed to improve teaching and learning through the blending of advanced multimedia technologies and faculty expertise. The workshop is sponsored by the Midwestern

Higher Education Commission, a regional consortium of colleges and universities in 10 member states, including Missouri. In addition, committee members drafted Principles of Good Practice for Distance Learning/Web-Based Courses to ensure consistent quality in the delivery of distance learning courses and programs.

TRANSFORMING TEACHING AND LEARNING THROUGH TECHNOLOGY

More than 260 college and university presidents, faculty, and instructional technology professionals attended CTI's statewide conference, "Transforming Teaching and Learning Through Technology," held September 15-16 in Osage Beach. Participants discussed various ways the innovative use of technology could enhance teaching and learning at Missouri institutions of higher education.

Dr. Robert Zemsky of the Knight Higher Education Collaborative opened the conference with a keynote address in which he charged Missouri to take advantage of advanced technologies and to explore new opportunities for collaboration within and across educational sectors.

Following Zemsky's address, breakout sessions engaged participants in discussions related to major statewide initiatives, discipline-based teaching using technology, and

MOBIUS WEB SITE MOBIUS.MISSOURI.EDU

MOBIUS INSTITUTIONS ON-LINE IN 1999

- ◆ COLUMBIA COLLEGE
- ◆ LINCOLN UNIVERSITY
- ◆ SAINT LOUIS UNIVERSITY
- ◆ STEPHENS COLLEGE
- ◆ UM - COLUMBIA
- ◆ UM - KANSAS CITY
- ◆ UM - ROLLA
- ◆ UM - ST. LOUIS
- ◆ WASHINGTON UNIVERSITY
- ◆ WESTMINSTER COLLEGE
- ◆ WILLIAM WOODS UNIVERSITY

COMING ON-LINE IN 2000

- ◆ CROWDER COLLEGE
- ◆ DRURY UNIVERSITY
- ◆ EAST CENTRAL COLLEGE
- ◆ JEFFERSON COLLEGE
- ◆ MISSOURI SOUTHERN STATE COLLEGE
- ◆ OZARKS TECHNICAL COMMUNITY COLLEGE
- ◆ ST. CHARLES COUNTY COMMUNITY COLLEGE
- ◆ ST. LOUIS COMMUNITY COLLEGE
- ◆ SOUTHWEST BAPTIST UNIVERSITY
- ◆ SOUTHWEST MISSOURI STATE UNIVERSITY

collaborative efforts among institutions. Attendees also considered issues related to funding for information technology, the adaptation of intellectual property policies to a distance learning context, and the use of technology to provide services in library outreach, faculty support, technology training, financial aid, and enrollment. Sessions throughout the CTI conference stressed the importance of ongoing collaboration of colleges and universities with each other as well as with business and industry, government agencies, and elementary and secondary schools.

Participants didn't just talk technology; they also saw it demonstrated. From virtual reality to web-enhanced course management to on-line degree programs, Missouri higher education faculty exhibited various ways that technology is used to enhance teaching and learning. Participants also viewed a prototype of the Missouri Learners' Network. In addition, conference participants discussed the importance of continuing faculty development to ensure quality delivery of technologically enhanced courses and programs.

LOOKING TO THE FUTURE

Now that Missouri higher education's basic technological infrastructure is established, the focus must move toward improving the infrastructure to meet future needs and strengthening the ties between technology and education so that technology is used to improve teaching and learning in meaningful ways. The 1999 Knight Higher Education Collaborative/College and University Presidents Roundtables provided a number of strategies to accomplish this goal. First, Missouri's higher education community must explore ways that resources can be funded and shared efficiently. A set of tools and "talent" also should be developed and shared statewide. In addition, current activities should be re-examined through a cost-benefit analysis to ensure there are returns on the investment in technology. Finally, the best practices with technology should be identified and used by postsecondary institutions across the state.

Accomplishments

- ✿ MOREnet began implementing MOREnet3, a next-generation network that integrates audio, video, and data into an efficient, seamless delivery to faculty, staff, and students.
- ✿ Eleven higher education institutions went on-line with the MOBIUS common library platform.
- ✿ Progress was made in the development and implementation of the Missouri Learners' Network, and it was unanimously endorsed by the Coordinating Board.
- ✿ CTI drafted Principles of Good Practice for Distance Learning/Web-Based Courses to ensure consistent quality in the delivery of distance learning courses and programs.
- ✿ CTI doubled the attendance at its fall conference, an indicator that Missouri's system of higher education continues to recognize the important role of technology in teaching and learning.

Postsecondary Technical Education

Identifying higher education needs in the state in terms of the requirements and potential of the young population in terms of labor force requirements for the development of commerce and industry and of professional and public services.

Section 173.020(2) RSMo

In 1995, Senate Bill 101 directed the Coordinating Board for Higher Education to work in cooperation with the State Board of

Education to implement a comprehensive system of postsecondary technical education throughout Missouri. The following year, the Coordinating Board developed the State Plan for Postsecondary Technical Education, a collaborative, five-year action plan for the statewide implementation of a technical education system.

The state plan calls for the strengthening of existing and the development of new associate of applied science (AAS) degrees and technical certificate programs at two-year colleges and related baccalaureate degrees at certain four-year institutions. It designates the community colleges as the primary providers of postsecondary technical education at the AAS-degree level and Linn State Technical College as the statewide provider of highly specialized technical education. In addition, the plan calls on the two-year campus of Southwest Missouri State University in West Plains for postsecondary vocational education and Central Missouri State University, Missouri Western State College, Southeast Missouri State University, and the

University of Missouri-Rolla for advanced degrees in technical areas.

RESULTS OF THE STATE PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

In April 1998, the Coordinating Board established baseline indicators against which outcomes of the state's investments in postsecondary technical education would be measured. A year later, in April 1999, the Coordinating Board approved a set of performance measures to be used to guide research on the results of Missouri's postsecondary technical education initiatives. The performance measures are designed to help answer the question: To what extent is the investment of state aid in new and expanded postsecondary technical education programs making a significant difference in the workforce development system in Missouri?

After three years of continuous appropriation by the Missouri General Assembly, the State Plan for Postsecondary Technical Education has shown results in geographic and programmatic access, program quality and improvement, and student success.

GEOGRAPHIC AND PROGRAMMATIC ACCESS

By the end of FY 2000, 68 communities will be access points for the delivery of postsecondary technical education. These access points are located throughout the respective service regions of the 12 public community college taxing districts and include the community colleges, Linn

FUNDING FOR THE STATE PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

FISCAL YEAR	INCREASE	TOTAL APPROPRIATIONS*
FY 1997	(INITIAL YEAR)	\$4,850,000
FY 1998	\$3,075,000	\$9,925,000
FY 1999	\$4,720,000	\$14,645,000
FY 2000	\$3,000,000	\$19,645,000
FY 2001	\$3,800,000	\$23,445,000

*PLUS STATE AID APPROPRIATED THROUGH MISSION ENHANCEMENT INITIATIVES TO LINN STATE TECHNICAL COLLEGE, CENTRAL MISSOURI STATE UNIVERSITY, MISSOURI WESTERN STATE COLLEGE, SOUTHEAST MISSOURI STATE UNIVERSITY, SOUTHWEST MISSOURI STATE UNIVERSITY-WEST PLAINS, AND THE UNIVERSITY OF MISSOURI-ROLLA



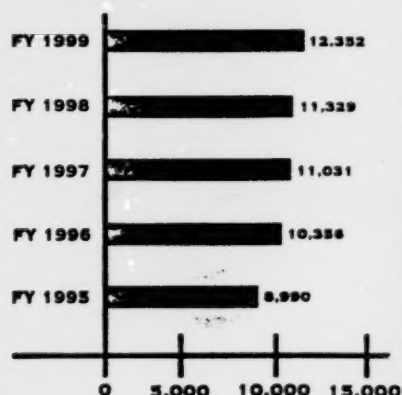
NEW POSTSECONDARY TECHNICAL PROGRAMS IN CRITICAL AREAS

TARGETED OCCUPATIONAL AREAS	CERTIFICATE	AAS/AS
COMPUTER/INFORMATION SYSTEMS	7	17
ENGINEERING TECHNOLOGY-RELATED	4	26
MECHANICS AND REPAIRERS	10	10
PRECISION PRODUCTION TRADES	9	17
SCIENCE TECHNOLOGIES	1	1

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PARTICIPATION IN TECHNICAL PROGRAMS ON-CAMPUS AND OFF-CAMPUS



STUDENT PARTICIPATION INCREASED MOST IN COMPUTER INFORMATION SYSTEMS (103 PERCENT), MECHANICS AND REPAIRERS (68 PERCENT), AND PRECISION PRODUCTION TRADES (23 PERCENT).

CUSTOMIZED TRAINING

FISCAL YEAR	FIRMS SERVED	EMPLOYEES SERVED
1992	155	46,934
1993	176	39,575
1994	188	27,600
1995	200	28,584
1996	295	19,225
1997	301	59,652
1998	300	63,528
1999	370	69,110
2000 (ESTIMATED)	405	75,000

(DUPLICATED COUNT)

BY THE END OF FY 1999, FOUR COMMUNITY COLLEGES HAD RECEIVED COORDINATING BOARD APPROVAL TO OFFER THE AAS DEGREE IN APPRENTICESHIP SPECIALTIES, WHICH ENABLES LABOR UNION APPRENTICES TO APPLY TRAINING COMPETENCIES TOWARD AN AAS DEGREE.

State Technical College, Southwest Missouri State University-West Plains, Missouri Western State College, Southeast Missouri State University, Central Missouri State University, the University of Missouri-Rolla, private career schools, comprehensive high schools, and area vocational technical schools.

Programmatic access has improved with the addition of 102 new, targeted postsecondary technical programs, including 31 technical certificates and 71 technical AAS degrees, by the state's public two-year institutions since July 1996. In addition, all 12 community colleges have transfer agreements with the 57 area vocational technical schools in many secondary and adult programs. Agreements also exist for the transfer of credits between the community colleges' AAS-degree programs and the baccalaureate programs of eight public and four independent colleges and universities.

Geographic and programmatic access also have been enhanced through an investment in the development of interactive instructional television (ITV) networks. By the end of FY 1999, Missouri's two-year institutions had transmitted 129 courses to 30 sites via ITV. Of the 1,282 students who received courses via ITV, 597 (47 percent) were taking coursework leading to targeted technical certificates or degrees.

Due in part to increased geographic and programmatic access, the number of students participating in targeted technical programs, which were offered at both on-campus and off-campus facilities, reached 12,352 in FY 1999, a 37 percent increase since FY 1995. Enrollment at the state's off-campus outreach centers was 2,600 (duplicated headcount) in FY 1999, an increase of 224 percent since FY 1995.

The state's system of postsecondary technical education also works to meet the technical training needs of Missouri employers. Through the cooperative efforts of the Missouri Department of Higher Education,

Missouri Division of Workforce Development, Missouri Department of Elementary and Secondary Education, community colleges, and area vocational technical schools, more than \$20 million has been invested in customized training in each of the last four years. Customized training allows companies in Missouri to have access to a wide range of training services designed to meet their specific training needs. By combining the sources of funding and technical education delivery infrastructure, the agencies attempt to serve as many employers and their employees as possible.

PROGRAM QUALITY AND IMPROVEMENT

Regional employers are continuously and actively engaged in planning postsecondary technical education initiatives through Regional Technical Education Councils (RTECs). The state's 12 RTECs, representing the 12 community college service regions, have a total membership of nearly 560 constituents, including 197 employers as well as community and economic development leaders and educational providers.

Program quality has been enhanced through partnerships with union and non-union apprenticeship training schools. By the end of FY 1999, four community colleges had received Coordinating Board approval to offer the AAS degree in apprenticeship specialties, which enables labor union apprentices to apply training competencies toward an AAS degree. On average, union apprentices from 19 different union apprenticeship training schools expect to have the equivalent of 34 credit hours toward targeted AAS-degree programs at the community colleges.

Missouri's two-year institutions are integrating the use of licensure, registration, certification, and applicable industry-based skill set examinations for graduates from targeted technical programs. Institutions also are implementing plans to renew or achieve national or industry-based accreditation for

technical programs added since FY 1997.

After becoming a part of Missouri's system of higher education in 1995, Linn State Technical College initiated a comprehensive effort to fulfill its new mission as the state's only two-year technical college. Linn State has worked to meet the accreditation and general institutional requirements of the North Central Association of Colleges and Schools.

STUDENT SUCCESS

The number of students graduating with certificate, associate of science (AS), AAS, and baccalaureate degrees in targeted technical programs is increasing. The number of students graduating with AS and AAS degrees in targeted technical programs has increased 16 percent since FY 1995, while the number of recipients of one-year and two-year vocational certificates has increased 18 percent.

The annual earnings of graduates employed in fields related to targeted technical training are generally higher than the average salaries of graduates from Missouri public institutions entering other fields in Missouri's workforce. On average, 13 months after completing targeted technical programs, technical AAS-degree graduates earn \$28,374 annually, compared to \$18,656 annually for nontechnical AAS-degree graduates. At the baccalaureate-level, those receiving technology-related baccalaureate degrees earn \$35,034 annually, on average, compared to \$22,190 annually for graduates in nontechnical fields.

LOOKING TO THE FUTURE

Although Missouri's system of postsecondary technical education has shown progress in many performance measures, certain issues still need improvement and discussion:

- ◆ Associate- and baccalaureate-degree providers should prioritize investments in new, targeted technical programs that are at the "cutting edge" of technology.
- ◆ Institutions should initiate plans to seek appropriate national accreditation for all targeted technical programs by FY 2003.
- ◆ Missouri's two-year institutions should explore opportunities for collaboration with the private career school sector.
- ◆ Both the public and private two-year and four-year institutions should explore additional opportunities for course and program delivery via ITV within and between sectors.
- ◆ All regional and local public and private providers of postsecondary and secondary technical education should form coalitions to handle complex and sometimes urgent employer training needs.
- ◆ All technical education students should be encouraged to earn an AAS degree before leaving for employment or to return to finish an AAS degree at some practical point in the future.
- ◆ Well-conceived data gathering, research, and analysis should continue measuring the results and successes of the State Plan for Postsecondary Technical Education.

STRATEGIC INITIATIVE

STATE FUNDING FOR LINN STATE TECHNICAL COLLEGE (OPERATIONS)

FY 1997	\$1,602,429
FY 1998	\$3,745,400
FY 1999	\$4,363,093
FY 2000	\$4,855,355
FY 2001	\$6,657,054 (REQUESTED)



THE NUMBER OF STUDENTS GRADUATING WITH AS AND AAS DEGREES IN TARGETED TECHNICAL PROGRAMS HAS INCREASED 16 PERCENT SINCE FY 1995, WHILE THE NUMBER OF RECIPIENTS OF ONE-YEAR AND TWO-YEAR VOCATIONAL CERTIFICATES HAS INCREASED 18 PERCENT.



MEDIAN EARNINGS OF 1996-97 GRADUATES WITH AAS/AS DEGREES (13 MONTHS AFTER GRADUATION)

COMPUTER INFORMATION SYSTEMS	\$28,203
ENGINEERING-RELATED TECHNOLOGIES	\$28,445
ADVANCED-LEVEL HEALTH OCCUPATIONS	\$30,193
MECHANICS AND REPAIRERS	\$25,247
PRECISION PRODUCTION TRADES	\$22,388

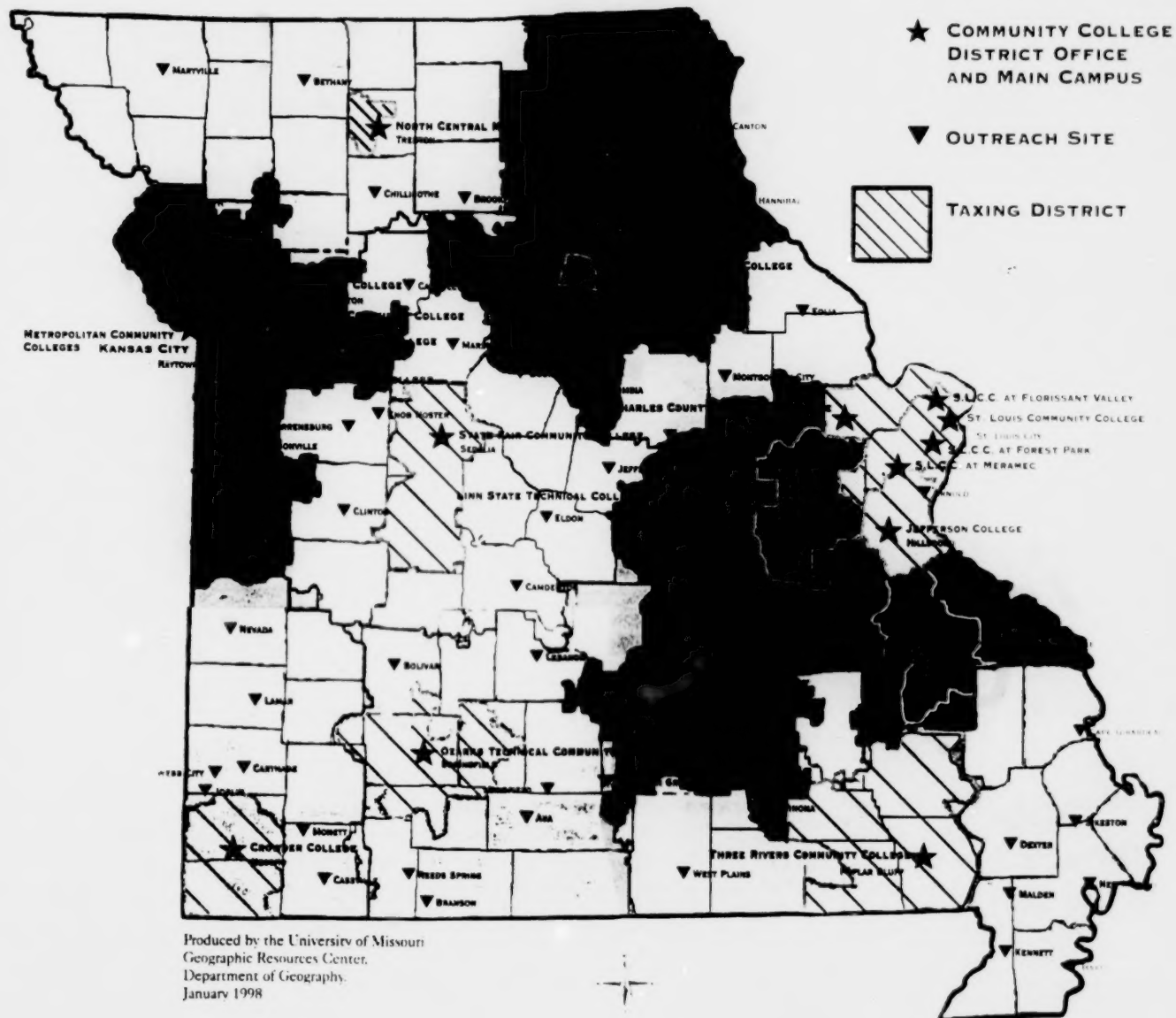


ON AVERAGE, 13 MONTHS AFTER COMPLETING TARGETED TECHNICAL PROGRAMS, TECHNICAL AAS-DEGREE GRADUATES EARN \$28,374 ANNUALLY, COMPARED TO \$18,656 ANNUALLY FOR NONTECHNICAL AAS-DEGREE GRADUATES. AT THE BACCALAUREATE-DEGREE LEVEL, THOSE RECEIVING TECHNOLOGY-RELATED BACCALAUREATE DEGREES EARN \$35,034 ANNUALLY, ON AVERAGE, COMPARED TO \$22,190 ANNUALLY FOR GRADUATES IN NONTECHNICAL FIELDS.

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RESULTS FROM MISSOURI'S INVESTMENT IN POSTSECONDARY TECHNICAL EDUCATION

GEOGRAPHIC ACCESS BY CITY
FY 1999



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STRATEGIC INITIATIVE

WELFARE REFORM

In its FY 1999 budget recommendation, the Coordinating Board requested \$3 million to fund the community colleges' workforce preparation initiatives. The Missouri General Assembly appropriated the funds, designating \$2 million for the continued implementation of the Missouri Department of Higher Education's Temporary Assistance for Needy Families (TANF) Utilization Plan. As charged by the plan, the Missouri community colleges provide TANF recipients with education and training that includes short-term curricula in occupations with demonstrated labor demand and a high probability of employment, education and training that can be achieved through self-paced, open entry/exit matriculation, child care, and other services.

Accomplishments

- ✿ By the end of FY 2000, 68 communities will be access points for the delivery of postsecondary technical education.
- ✿ Since July 1, 1996, the state's public two-year institutions have initiated 102 new, targeted postsecondary technical programs, including 31 technical certificates and 71 technical AAS-degree programs, a 42 percent increase over the baseline established before FY 1997.
- ✿ The number of students participating in targeted technical programs, which were offered at both on-campus and off-campus facilities, reached 12,352 in FY 1999, a 37 percent increase since FY 1995.
- ✿ The membership of the 12 Regional Technical Education Councils has reached a total of nearly 560 constituents, including 197 employers.
- ✿ The number of students graduating with AS and AAS degrees in targeted programs has increased 16 percent since FY 1995, while the number of recipients of one-year and two-year vocational certificates has increased 18 percent.
- ✿ On average, 13 months after completing targeted technical programs, technical AAS-degree graduates earn \$28,374 annually, compared to \$18,656 annually for nontechnical AAS-degree graduates. Graduates receiving technology-related baccalaureate degrees earn \$35,034 annually, on average, compared to \$22,190 annually for graduates in nontechnical fields.

Funding for Results

In consultation with the heads of the institutions of higher education affected and against a background of carefully collected data on enrollment, physical facilities, manpower needs, [and] institutional missions, the Coordinating Board for Higher Education shall establish guidelines for appropriation requests by those institutions of higher education.

Section 173.005.2(2) RSMo

The Coordinating Board for Higher Education's Funding for Results (FFR) initiative has proven to be a positive influence on Missouri colleges and universities. The Coordinating Board designed FFR as a results-oriented performance-funding strategy that builds on planning priorities. Through FFR, additional funds are generated for each public institution's budget based on student and institutional performance.

Through FFR, results are acknowledged and promoted, and institutions actively demonstrate their willingness to be accountable to the governor, the legislature, and the public for the goals outlined in the Blueprint for Missouri Higher Education. Many institutions report that FFR has led to a

renewed focus on assessment and performance and to improved quality; they also report improvements in teaching and learning that are the direct result of Missouri's campus-based FFR initiative. This renewed culture of accountability is one of the most encouraging benefits of the program.

Missouri higher education has accepted the challenge to invite public scrutiny of its performance, and it has been commended for its performance-funding program. FFR is recognized nationally as one of the most comprehensive and effective performance-funding programs for higher education in the nation. In 1999, Missouri was one of only four states to receive *Governing* magazine's highest rating for state management and performance and was singled out as a leader in the area of managing for results — one of only two states to receive the highest grade in this area. In addition, Missouri is one of five states taking part in a national study on performance funding that is being conducted by the Pew Charitable Trusts and the Rockefeller Institute of Government.

Accomplishments

IMPROVED STUDENT PREPARATION (1992-99)

- ☛ College freshmen in public four-year institutions taking the CBHE-recommended high school core curriculum: 46 to 93 percent

INCREASED ASSESSMENT OF GRADUATES (1993-99) GENERAL EDUCATION

- ☛ Associate degree: 20.3 to 81.9 percent
- ☛ Baccalaureate degree: 71.5 to 86.4 percent

MAJOR FIELD OF STUDY

- ☛ Baccalaureate degree: 63 to 88 percent

INCREASED SUCCESS OF MINORITIES (1993-99)

MINORITY GRADUATES AS A PERCENTAGE OF THE GRADUATING CLASS

- ☛ Certificate level: 10.2 to 11.9 percent
- ☛ Associate level: 10.6 to 11.3 percent
- ☛ Baccalaureate level: 7.0 to 11.4 percent
- ☛ Master's level: 7.5 to 10.3 percent
- ☛ Doctorate/first professional level: 12.7 to 14.4 percent

INCREASED GRADUATION RATE (1993-99)

- ☛ Six-year graduation rate — baccalaureate: 47 to 50 percent (based on entering classes in 1989 and 1993)

ELEMENTS

Each year, the Coordinating Board, the governor, legislators, institutional governing board members, and college and university administrators and faculty discuss the statewide priorities and goals that drive the FFR program. The FFR Advisory Council meets regularly to consider changes in the design of FFR, and the Department of Higher Education staff identifies potential changes in FFR in February, April, and June of each year for the Coordinating Board's consideration.

Since their inception, the FFR funding elements have remained relatively stable, but minor changes based on institutional recommendations have been incorporated each year. Existing funding elements have been refined to establish more meaningful results, and new elements have been added to increase the emphasis on quality and the alignment with the board's major public policy goals. In 1999, refinement of the FFR elements was continued to ensure their integration into the department's strategic plan.

In June 1999, the Coordinating Board approved changes in the FFR budget for FY 2001 and beyond. In addition to changing the name of the "freshmen success rates" element to "full-time freshmen completion rates,"

in order to describe more accurately the behavior being monitored, the FFR Advisory Council reviewed the original target goals for this element, which were set in 1992 and based on aspiration levels rather than on actual student performance. In June 1999, the Coordinating Board approved new target goals for this element.

Also in June 1999, the Coordinating Board approved the FFR elements to be used to determine the FY 2001 FFR budget recommendations that were approved by the Coordinating Board in October 1999.

CAMPUS TEACHING AND LEARNING PROJECTS

FFR is unique in that it incorporates a campus-based component that involves the implementation of faculty-designed teaching and learning improvement projects, in which all 32 public two-year and four-year campuses are participating.

A target goal for campus teaching and learning improvement projects continues to promote the dedication of 1 percent of planned expenditures on instruction to this initiative. As of the 1999-2000 academic year, the average percentage of expenditures dedicated to campus teaching and learning improvement projects was as follows:

FY 2001 FUNDING ELEMENTS**PUBLIC TWO-YEAR AND FOUR-YEAR INSTITUTIONS**

- ASSESSMENT OF GRADUATES
- SUCCESS OF UNDERREPRESENTED GROUPS
- PERFORMANCE OF GRADUATES
- FULL-TIME FRESHMEN COMPLETION RATES
- SUCCESSFUL TRANSFERS
- CAMPUS TEACHING/LEARNING IMPROVEMENT PROJECTS

PUBLIC FOUR-YEAR INSTITUTIONS ONLY

- QUALITY OF PROSPECTIVE TEACHERS
- QUALITY OF NEW UNDERGRADUATE STUDENTS
- QUALITY OF NEW GRADUATE STUDENTS
- ATTAINMENT OF GRADUATION GOALS

PUBLIC TWO-YEAR INSTITUTIONS ONLY

- DEGREE/CERTIFICATE PRODUCTIVITY
- SUCCESSFUL JOB PLACEMENT

INCREASED SUCCESSFUL TRANSFER RATE (1995-99)

- Community college students who transferred to public baccalaureate degree-granting institutions and successfully earned degrees: 25 percent increase

IMPROVED PERFORMANCE OF STUDENTS (1993-99)

- Associate-degree pass scores on licensure, certification, and registration exams: 81.8 to 84.2 percent
- Baccalaureate-degree pass scores on licensure, certification, and registration exams: 82.8 to 91.5 percent
- New graduate students scoring above the 50th percentile on national entrance exams:
 - ◆ Central, Lincoln, Northwest, Southeast, Southwest, and Truman: 53 to 61 percent (1994-99)
 - ◆ University of Missouri: 82 to 85 percent (1994-99)

INCREASED SUCCESSFUL JOB PLACEMENT (1992-98)

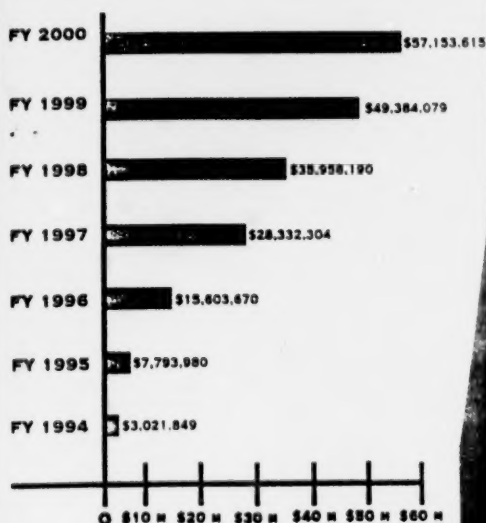
- Community college vocational education placement: 68 to 76 percent
- Linn State Technical College placement: 84 percent (1998)

IMPROVED TEACHING AND LEARNING

- 31 public two-year and four-year campuses implementing campus teaching and learning improvement projects
- Improvement in classroom teaching through the integration of faculty and staff development, technology, and innovative teaching strategies

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FUNDING FOR RESULTS STATE APPROPRIATIONS*



* CUMULATIVE STATE APPROPRIATIONS IN THE CORE BUDGETS

- ♦ public two-year colleges averaged 1.07 percent,
- ♦ Linn State Technical College dedicated .91 percent, and
- ♦ public four-year institutions averaged .44 percent.

Institutions short of the 1 percent goal review their commitment to teaching and learning to determine if additional support for faculty-driven projects is warranted. Furthermore, the Department of Higher Education staff has worked with institutions to maximize the sharing of information about teaching and learning improvements among campuses.

Annual reports on the teaching and learning projects provide evidence of the talent and ingenuity on Missouri's campuses and demonstrate the commitment to student success that permeates the state's higher education institutions, which use the projects to improve student performance in reading, writing, math, critical thinking, speaking, and presentation skills and to reinforce the importance of foundational skills. The scope of the teaching and learning projects is impressive, from innovative instructional strategies being implemented by a single faculty member or department to multi-institutional efforts.

LOOKING TO THE FUTURE

In the future, attention will focus on ensuring the Funding for Results elements represent the Coordinating Board's major priorities. Discussion of changes for FY 2002 are in progress, with emphasis on the use of local

measurements, the successful implementation of institutional missions, and refinements in the definition of existing FFR elements.

The FFR Advisory Council has agreed that while FFR is having a positive impact, continued refinement of the elements for FY 2001 and beyond is desirable. Public two-year and four-year institutional representatives have suggested the program could be better aligned with the missions of their institutions. Public two-year institutional representatives suggested giving attention to workforce preparation, contract training, English as a second language, developmental education, and the State Plan for Postsecondary Technical Education. Public four-year institutional representatives have identified collaborative initiatives and public service as two potential areas for new elements.

In addition, the FFR element focusing on teaching and learning innovation has stimulated an unprecedented statewide conversation, across all levels and sectors, about the importance of supporting student success. For example, all public and independent institutions in Missouri were surveyed about the innovations in teaching and learning taking place on their campuses. The information they provided was summarized into a series of documents and graphics that have been distributed to all institutions and are available from the Department of Higher Education office of academic affairs.

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Looking to the Future

In 1999, as work on the Coordinating Board's five strategic initiatives continued, growing concern was raised about other issues, particularly college affordability and the transition from K-12 to higher education. At the same time, it became apparent that access and quality could be enhanced more efficiently through collaboration. As a result, three reports were released in late 1999 by groups working to address those issues: the Missouri Commission on the Affordability of Higher Education, the Missouri K-16 Coalition, and the Knight Higher Education Collaborative/College And University Presidents Roundtable.

MISSOURI COMMISSION ON THE AFFORDABILITY OF HIGHER EDUCATION

After a year of discussion, the Missouri Commission on the Affordability of Higher Education released its report, *Toward an Affordable Future*, during the December 1999 Governor's Conference on Higher Education. The report includes recommendations in five areas: cost containment strategies, state budget policies, pricing, financial access, and consumer information.

The Coordinating Board, with the endorsement of Governor Mel Carnahan, appointed the affordability commission in December 1998. Members included education, government, and business leaders:

faculty; parents; students; and other concerned citizens who met six times and volunteered more than 700 hours during 1999. The commission's charge was to initiate a statewide dialogue on the cost, price, and affordability of Missouri higher education and to make recommendations to maintain college affordability for Missouri students and families.

Among its findings, the commission noted that as a result of much discussion about the high price of college, most people have the misperception that college is not affordable. In fact, Missouri students have a wide range of higher education price options, and they are taking advantage of them. The commission found that more than 50 percent of Missouri students are enrolled in public and independent institutions that are priced less than \$4,000 per year, and another 21 percent pays between \$4,000 and \$5,000 annually in tuition and fees.

The commission recommended that, when setting pricing policies, colleges and universities keep tuition and fees as low as possible, taking into account the ability of Missouri families to pay for college, among other factors. Governing board members and institutions should enhance current and develop new cost containment strategies to ensure the cost effectiveness of institutional operations. According to the commission's recommendations, strategies should be implemented to contain costs for students, including strategies that impact textbook fees, the time it takes to complete a degree, and preparation for academic success in college.

Commission members noted that many students, especially low-income

"THE GENUINE FEAR OF MANY FAMILIES THAT THEY WILL NOT BE ABLE TO AFFORD A COLLEGE EDUCATION, EITHER FOR THEMSELVES OR FOR THEIR CHILDREN, HAS NOT BEEN LOST ON STATE PUBLIC POLICYMAKERS AND HIGHER EDUCATION LEADERS. MISSOURI KNOWS HOW IMPORTANT IT IS THAT CITIZENS HAVE ACCESS TO THE 13TH AND 14TH YEARS OF EDUCATION."

— GOVERNOR MEL CARNAHAN

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MISSOURI COMMISSION ON THE AFFORDABILITY OF HIGHER EDUCATION

Dr. James Olson, Commission Chair; President Emeritus, University of Missouri

Mr. Clarence Barksdale, Vice Chairman, Washington University Board of Trustees

Mrs. Deborah Below, Director of Admissions and Financial Aid, Jefferson College

Sen. Roseann Bentley, Member, Senate Education Committee, Missouri General Assembly

Dr. Nancy Blattner, Associate Professor and Chair of the Faculty Senate, Southeast Missouri State University

Dr. Barbara Burns, Superintendent of Schools in Lamar; Member and Former Chair, Southwest Missouri State University Board of Governors

Dr. James Cofer, Vice President of Finance and Administration, University of Missouri System

Ms. Karen Daniel, Partner and Vice President of Finance, Black and Veatch

Mr. John Dillingham, President and Director, Dillingham Enterprises

Mr. Chuck Foudree, Former Executive Vice President-Finance, Harmon Industries

Dr. Henry Givens, Jr., President, Harris-Stowe State College; Member, National Commission on Student Financial Aid

Mr. Joe Gray, Chairman and CEO, Gray Automotive

Ms. Ruby Crenshaw Harriman, President, Daruby School

Mr. Richard Hood, Vice President and Editorial Page Editor, The Kansas City Star

Dr. Dixie Kuhn, President, Mineral Area College
Rep. Scott Lakin, Chair, House Appropriations - Education and Public Safety Committee; Member, House Budget Committee, Missouri General Assembly

Dr. John Moore, Jr., President, Drury University

Ms. Jessica Neighbors, Student Representative, Truman State University Board of Governors

Ms. Elizabeth Panuncialman, Student, St. Louis Community College at Forest Park

Dr. Michael Podgursky, Professor and Chair, Department of Economics, University of Missouri-Columbia

Mr. Lynn Ray, Plant Manager, Dana Corporation (1994 Missouri Quality Award Winner; 1998 Missouri Team Quality Award Winner)

Dr. Jackie Snyder, Interim President, Penn Valley Community College

Dr. Edwin Strong, Jr., President, Culver-Stockton College

Dr. Blanche Touhill, Chancellor, University of Missouri-St. Louis; Member, National Commission on the Cost of Higher Education

Mr. Terry Ward, Assistant to the Chairman of the Board and Director of Community Affairs, H & R Block, Inc.

and first-generation college students, are intimidated by the perceived sticker price of higher education and are unaware of the fact that the sticker price is not what many students pay, because of financial aid packages and other sources that reduce actual college costs. In addition, many are unfamiliar with and overwhelmed by the process of applying for admission and student financial aid.

As a result, the commission emphasized the importance of financial access in its report. The commission found that financial assistance is becoming an increasingly important aspect of the ways students and families finance postsecondary education in Missouri, and it recommended that special attention be given to financial access for low-income students and that early awareness and outreach programs be enhanced to promote higher education and career planning for middle and high school students and their parents.

While student and family savings and financial aid are essential to financing higher education, commission members noted that timely, clear, and accurate information regarding what students and families will be expected to pay also is essential. In its findings, the commission noted that the information distributed to students and families about postsecondary educational opportunities and what they are expected to pay is uncoordinated, sometimes unclear, and often presented in formats not accessible to or understandable by the average consumer. Thus, the commission recommended that colleges and universities do a better job of disseminating information to the public about what it costs to go to college, what it costs to deliver higher education, and what benefits result from state and individual investments in higher education.

In addition, the commission urged state policymakers to continue their efforts to ensure institutional collaboration in maintaining college affordability. Commission members

also urged the Coordinating Board, in its statewide strategic planning, to maintain affordable options for the 13th and 14th years of education.

Following the presentation of the commission's report in December, the Coordinating Board and Department of Higher Education staff began working to implement the commission's recommendations. Several of the recommendations, including those in the areas of cost containment, pricing, and consumer information, will be incorporated into the institutional mission review process.

In addition, MOSTARS will implement several strategies to address the recommendations related to financial access and consumer information. For example, MOSTARS will conduct research to gather information on students who receive financial aid, expand its early awareness and outreach activities, and enhance its web site to distribute information more widely and effectively. Related to cost containment, staff are working to bring Missouri colleges and universities participating in the Federal Direct Loan Program into the Federal Family Education Loan Program, which can reduce the overall cost of loans for student borrowers.

In addressing state budget policies, the staff has worked with college and university business and finance officers to establish committees to examine the information and process used to develop the Coordinating Board's budget request and related changes in college and university accounting practices. The board also is addressing state budget policies through technology and collaboration. For example, the CBHE Advisory Committee on Technology and Instruction is exploring ways to use low-cost, technology-based delivery systems.

The Coordinating Board plans to continue follow-up work and discuss additional ways to implement the recommendations of the affordability commission.

MISSOURI K-16 COALITION

After two years of research and discussion, the Missouri K-16 Coalition concluded that a major, systemic change aimed at all levels of education should be initiated across Missouri.

In December, the coalition formally presented its findings and recommendations in its report, *Mathematics in Missouri*, to its three sponsoring boards: the Coordinating Board for Higher Education, the State Board of Education, and the University of Missouri Board of Curators. Dr. Melvin George, coalition chair, presented the report during a breakout session at the 1999 Governor's Conference on Higher Education.

The report is organized around three areas: the improvement of Missouri students' mathematics performance, the role of K-16 faculty in improving students' mathematics performance, and the involvement of K-16 faculty in professional development.

While Missouri has begun to raise standards and some students are showing improved performance, the coalition suggested there is a need to accelerate the rate of improvement. The coalition found that the performance of Missouri students across all levels was average at best and was even problematic in many areas and that not enough college students pursue mathematics or math-related fields. Thus, coalition members recommended developing a rigorous mathematics curriculum across all educational levels and stressed the need to introduce algebraic thinking into elementary, middle, and junior high school classes.

In addition, the coalition recommended that teacher training include a solid foundation in both mathematics content and instructional approaches appropriate for teachers at all educational levels.

Also included in the report are recommendations to enhance the role of the state's nine Regional Professional Development Centers (RPDCs) in providing teacher training

and professional development. Partnerships involving local school districts, institutions of higher education, and the RPDCs should be created, so mathematics and education faculty from higher education can work with K-12 teachers to continuously improve the mathematics instruction delivered across the K-16 spectrum.

Other key recommendations in the report include appointing a standing committee of K-12 and higher education mathematics educators to advise state policy, using assessments to set high standards for all students, and establishing a common database across educational sectors. The coalition also recommended using existing incentive systems to enhance the quality of teacher training and professional development programs, promoting the use of disciplinary content in teacher training, and increasing institutional responsibility for teacher training.

In the conclusion of its report, the coalition makes a call to action. The coalition stressed that the success and prosperity of individuals as well as the economic viability of the state are at stake; thus, action steps were suggested for all stakeholders: parents, students, business leaders, educators, government leaders, and the three sponsoring boards. According to the coalition, making a difference through the implementation of this initiative will require the collective efforts of all stakeholders.

Currently, staff from the three sponsoring boards are working on implementation plans to carry out the coalition's recommendations. Under consideration are approaches that would bring together educators, school board members, business leaders, higher education administrators, and community leaders at each of the nine RPDCs to develop local plans responsive to the challenges outlined in the coalition's report.

The three sponsoring boards have expressed an interest in continuing K-16 collaborative work and currently are working on other projects that

STRATEGIC INITIATIVE

MISSOURI K-16 COALITION

Dr. Mel George, Coalition Chair; President Emeritus, University of Missouri

Sen. Roseann Bentley, Member, Senate Education Committee, Missouri General Assembly

Mr. William Berkley, Vice Chairman, Civil Council; Chief Executive Officer, Tension Envelop

Mrs. Marie Carmichael, Member, Coordinating Board for Higher Education

Ms. Peggy Cochran, Executive Director, Missouri National Education Association

Ms. Rebecca McDowell Cook, Secretary of State

Mr. Mike Cooper, University of Missouri Extension Retiree; Active RSVP Volunteer

Mr. John Gentry, President, Positronics Industries

Dr. Malaika Horne, Member, University of Missouri Board of Curators

Dr. Dean Hubbard, President, Northwest Missouri State University

Mr. Kent King, Executive Director, Missouri State Teachers' Association

Mrs. Wilma Maddox, Member, Truman State University Board of Governors

Ms. Annette Morgan, Former Representative; Member, National Commission on Teaching and America's Future

Dr. Henry Shannon, President, St. Louis Community College at Forest Park

Mr. Wayman Smith, III, Vice President of Corporate Affairs, Anheuser Busch

Dr. Russell Thompson, Member, State Board of Education

Dr. Carter Ward, Executive Director, Missouri School Boards Association

Dr. Helen Washburn, President, Cotter College

Mr. Eugene Wilson, President of Youth Development, Kauffman Foundation

KNIGHT HIGHER EDUCATION COLLABORATIVE/COLLEGE AND UNIVERSITY PRESIDENTS ROUNDTABLE FACILITATORS

- ✦ DR. ROBERT ZEMSKY, FOUNDING DIRECTOR OF
THE UNIVERSITY OF PENNSYLVANIA'S INSTITUTE
FOR RESEARCH ON HIGHER EDUCATION
- ✦ DR. MARY-LINDA ARMACOST, SENIOR ADVISOR
FOR THE KNIGHT COLLABORATIVE AND SENIOR
LIAISON FOR THE AMERICAN COUNCIL ON
EDUCATION/KELLOGG FOUNDATION PROJECT ON
LEADERSHIP AND INSTITUTIONAL
TRANSFORMATION
- ✦ MS. ANN DUFFIELD, SENIOR CONSULTANT FOR
MARTS & LUNDY, INC.
- ✦ DR. GREGORY WEGNER, MANAGING EDITOR AND
CO-AUTHOR OF POLICY PERSPECTIVES AND
DIRECTOR OF THE OPERATIONS OF THE KNIGHT
COLLABORATIVE'S CAMPUS ROUNDTABLE
PROGRAM



COLLEGE AND UNIVERSITY PRESIDENTS PLAN ACTION

- ✦ CREATE AND FOSTER A CULTURE OF
COLLABORATION AMONG SECTORS
- ✦ REINVENT THE SYSTEM FOR THE RECRUITMENT,
CERTIFICATION, AND PROFESSIONAL
DEVELOPMENT OF TEACHERS
- ✦ IDENTIFY AND SERVE NEW HIGHER EDUCATION
MARKETS
- ✦ FURTHER DEVELOP MISSOURI'S TECHNOLOGY
INFRASTRUCTURE TO IMPROVE ACCESS AND
ENHANCE STUDENT LEARNING
- ✦ PROMOTE DISCIPLINE-BASED CONVERSATIONS
AMONG FACULTY AND INSTITUTIONS*
- ✦ FOSTER SMOOTH TRANSITIONS BETWEEN K-12
AND POSTSECONDARY EDUCATION*

*THIS ACTION PLAN EMERGED FROM FINAL
ROUNDTABLE DISCUSSIONS AS AN ADDITIONAL
OPPORTUNITY FOR MISSOURI'S SYSTEM OF
HIGHER EDUCATION.

incorporate the work of the Missouri
K-16 Coalition.

KNIGHT HIGHER EDUCATION COLLABORATIVE/COLLEGE AND UNIVERSITY PRESIDENTS ROUNDTABLES

In September and December 1999,
Missouri college and university
presidents met to discuss collaboration
in meeting the educational needs of
Missouri citizens. Two main goals of
the roundtables were to formulate a
shared understanding of the barriers to
and advantages of greater collaboration
and to foster a willingness to work
collaboratively in areas identified by
the participants as "targets of
opportunity." Roundtable participants
included presidents and chancellors
from Missouri's public and
independent two-year and four-year
colleges and universities and
proprietary schools.

In September, 49 Missouri higher
education leaders held discussions
focusing on fostering collaboration
among Missouri's public and
independent colleges and universities
and proprietary schools. The
presidents, in small groups, addressed
the importance of collaboration as well
as various incentives motivating the
colleges and universities to collaborate.
In addition, participants identified
"targets of opportunity" that will help
Missouri higher education leaders
formulate a vision of how the state's
colleges and universities — working
collectively, collaboratively, and
individually with well-delineated
missions — can meet the present

and future educational needs of
Missouri citizens.

During the September roundtable,
participants decided to focus on four
"targets of opportunity":

- ♦ creating a culture of collaboration,
- ♦ collaborating to serve new markets,
- ♦ collaborating to improve technology
infrastructure and use, and
- ♦ collaborating to improve teacher
preparation.

These four "targets" were the
focus of ongoing group discussions
in preparation for the follow-up
roundtable in December. Each group
developed clarifying statements
defining one or more issues, a rationale
for why each issue should be explored,
and a suggested process for action. The
summaries served as the basis for
discussion at the December
roundtable, when 60 participants
developed action plans to accomplish
each of the "targets of opportunity."
Two additional action plans emerged
from the roundtable discussions as
additional opportunities for Missouri's
system of higher education. Proposals
were created for each target, and
participants agreed the proposals
were designed not only to enhance
collaboration but also to improve
access and service for Missourians
through stronger institutions and an
environment that welcomes the
demands of competition.

Following the December
roundtable, participants continued to
work collaboratively to conceptualize a
vision for Missouri higher education
and to work toward a truly seamless
statewide system of higher education.

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Academic Affairs

The Coordinating Board for Higher Education shall have approval of proposed new degree programs to be offered by the state institutions of higher education.

Section 173.005(1) RSMo

INSTITUTIONAL MISSION REVIEW

By statute, the Coordinating Board for Higher Education (CBHE) reviews the mission of each public institution once every five years. Considerations of academic program mix, performance, and productivity are part of this review process. This promotes statewide planning for a coordinated, cost-effective system of higher education that supports student access and quality academic programs and reduces unnecessary duplication.

CBHE APPROVAL OF NEW ACADEMIC PROGRAMS

The Coordinating Board has the statutory authority to approve new degree programs to be offered by Missouri's public colleges and universities. The Coordinating Board also reviews program proposals submitted by independent colleges and universities.

Criteria for the review of new academic programs include centrality to mission, demonstrated program need, extent of duplication, level of cooperation with other institutions, program structure, accreditation status, relevant institutional characteristics, and, in the case of public institutions, financial projections. Quality assurance for off-site programs also includes the review of general oversight structures, faculty qualifications, and available support services. All new certificate- and degree-program requests submitted to the Coordinating Board by public and independent institutions also are required to include

programmatic and student performance goals.

Through the academic program approval process, the Coordinating Board has made a commitment to increase the number of postsecondary technical degrees with specialized accreditation in order to meet Missouri's demand for a skilled workforce. Similarly, institutions are committed to enhancing the quality of their postsecondary technical degree programs to achieve specialized program accreditation. Findings from the 1999 "Counseling for High Skills" survey, a joint pilot project of the Coordinating Board and the Missouri Department of Elementary and Secondary Education, show that adequate mathematics (algebra and above) and computer skills learned in high school are important to student success in postsecondary technical education programs. Survey respondents, who were postsecondary technical education students in Missouri, most frequently cited these skills as top factors for doing well in their programs. These findings support the Missouri K-16 Coalition's emphasis on the importance of mathematics, particularly in relation to student success in college.

CAMPUS-BASED REVIEWS OF EXISTING ACADEMIC PROGRAMS

Coordinating Board policy requires public four-year institutions to conduct campus-based reviews of their existing academic programs once every five years to ensure ongoing improvements

1999 PROGRAM STATISTICS

PUBLIC INSTITUTIONS

- ✦ 76 NEW PROGRAMS APPROVED
- ✦ 37 CHANGES TO CURRENT PROGRAMS APPROVED
- ✦ 7 PROGRAMS DISCONTINUED

INDEPENDENT INSTITUTIONS

- ✦ 32 NEW PROGRAMS RECEIVED
- ✦ 5 NEW PROGRAMS TO BE OFFERED AT PUBLIC INSTITUTIONS APPROVED
- ✦ 3 CHANGES TO CURRENT PROGRAMS RECEIVED
- ✦ 2 CHANGES TO CURRENT PROGRAMS OFFERED AT PUBLIC INSTITUTIONS APPROVED
- ✦ 1 PROGRAM DISCONTINUED



**CHECK OUR WEB SITE
(WWW.MOCBHE.GOV)
FOR THE MOST RECENT
ACADEMIC PROGRAM
ACTIONS.**

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CYCLE XVI RECIPIENTS OF THE EISENHOWER PROFESSIONAL DEVELOPMENT GRANT

PROJECT DIRECTOR(S)	INSTITUTION	AWARD
Dr. Roberta Aram & Dr. Georgianna Saunders	Southwest Missouri State University	\$25,354.00
Dr. Phyllis Balcerzak	Washington University	\$31,746.00
Dr. Lloyd Barrow	University of Missouri- Columbia	\$31,197.00
Mr. Ken Biver	SLCC-Florissant Valley	\$56,732.00
Dr. Meera Chandrasekhar & Dr. Rebecca Latherland	University of Missouri- Columbia	\$44,500.00
Mr. Timothy Chappell & Dr. Kevin Hopkins	Penn Valley Community College	\$73,478.00
Dr. Nancy Gammon & Dr. Ann Podleski	Harris-Stowe State College	\$40,803.16
Dr. Miriam Golomb & Dr. Pamela Glise	University of Missouri- Columbia	\$41,413.00
Dr. Robert Hegarty	Rockhurst College	\$29,259.00
Dr. Barry Herron	Moberly Area Community College	\$41,307.30
Dr. Allison Hoewersich, Dr. Helene Sherman, & Dr. Jim Shymanski	University of Missouri- St. Louis	\$49,932.00
Mrs. Mary Kabin & Dr. Marilyn Hofmann	Lincoln University	\$18,303.00
Dr. Ernest Kern & Dr. Michael Cobb	Southeast Missouri State University	\$35,745.00
Dr. Kurt Killian & Dr. Clyde Paul	Southwest Missouri State University	\$42,352.11
Dr. Simon Kim	University of Missouri- St. Louis	\$21,389.00
Ms. Victoria May & Dr. Barbara Schaal	Washington University	\$23,972.00
Dr. Deborah Moberly & Dr. Jo Anne Dunham- Trautwein	Southeast Missouri State University	\$49,745.10
Dr. Louis Odum, Dr. Raymond Coveney, & Dr. Kathleen Kulwas	University of Missouri- Kansas City	\$33,151.00
Dr. Larry Peery	Central Methodist College	\$56,301.00
Dr. Lynda Plimate & Mr. Richard Martin	Southwest Missouri State University	\$34,976.00
Dr. Pamela Randolph	Southeast Missouri State University	\$38,780.00
Dr. Lloyd Richardson & Dr. Pamela Ashmore	University of Missouri- St. Louis	\$47,967.00
Mr. Terry Rinehart	Public Television 19, Inc.	\$28,215.00
Dr. V.A. Samaranyake & Dr. Thomas Kirchhoff	University of Missouri- Rolla	\$37,431.00
Dr. Henry White	University of Missouri- Columbia	\$43,418.00

in the quality of academic programs. The process allows institutions to evaluate the current status of each of their programs and to set goals for the future by building on known program strengths and addressing program weaknesses. By continually enhancing the academic programs the institutions do well and reducing unnecessary duplication, the quality and efficiency of the entire system of higher education are enhanced.

Institutions review approximately 20 percent of their degree programs annually. They submit to the Coordinating Board executive summaries of the reviews, providing an overview of their academic programs, assessment measures, faculty and student resources, specialized accreditation, and any departmental concerns. Specific action plans addressing program goals also are presented. The public four-year institutions reviewed approximately 195 major programs and centers for special and interdisciplinary studies during the 1998-99 academic year.

EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

The federal Eisenhower Professional Development Program, a portion of which is administered by the Coordinating Board, provides formula

funding to states for high-quality pre-service and in-service professional development for teachers in mathematics and science. Through the competitive Eisenhower program, the Coordinating Board promotes partnerships between higher education and local K-12 schools to encourage improvement in the quality of elementary and secondary education and to advance math and science education.

Public and independent two-year and four-year colleges and universities that are either accredited or are eligible for accreditation as well as qualified nonprofit organizations are eligible to submit proposals. Thirty-three proposals asking for a total of more than \$1.4 million were received in grant Cycle XVI. The proposals were reviewed by a 17-member panel of professionals from elementary, secondary, and higher education with specialization in mathematics, science, technology, and reading. Available funds made it possible to award nearly \$1 million to 25 projects at 15 institutions throughout the state.

Projects receiving awards included a summer physics institute for middle school teachers, a field ecology program for K-12 teachers, activity-based quantitative literacy workshops, and a teacher training institute for math, science, and technology.

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Funding

In consultation with the heads of institutions of higher education affected and against a background of carefully collected data on enrollment, financial facilities, manpower needs, [and] institutional missions, the Coordinating Board for Higher Education shall establish guidelines for appropriation requests for those institutions of higher education.

Section 173.005.2(2) RSMo

OPERATING BUDGET

Each fiscal year, the Coordinating Board for Higher Education submits funding requests to the governor and the Missouri General Assembly for the Department of Higher Education, the public two-year and four-year colleges and universities, student financial assistance, and other programs administered by the Coordinating Board. Governor Mel Carnahan and the Missouri General Assembly have continually given strong support to Missouri higher education. The state provides, on average, 42 percent of

revenues received by public four-year institutions and 52 percent of revenues received by public two-year institutions.

In June 1999, Governor Carnahan signed the FY 2000 state operating budget, which included \$1.1 billion for Missouri higher education. Overall, state support for higher education has increased from \$620 million in FY 1993 to \$995 million in FY 2000, an increase of 60.5 percent. The increase in funding has come primarily through enhancements to institutions' core budgets with inflation funding and a state commitment to the performance-based Funding for Results initiative.

In October 1999, the Coordinating Board approved an FY 2001 operating budget request of \$1.2 billion, which includes nearly \$70 million in new funding for the strategic initiatives included in the Blueprint for Missouri Higher Education. Department of Higher Education staff worked with the state's public two-year and four-year college and university presidents in developing the funding request, which is built around the Coordinating Board's strategic initiatives and emphasizes results-oriented accountability.

Through the operating budget, the state also provides ongoing support for maintenance and repair at public two-year and four-year institutions. The strong commitment to continuing support for maintenance and repair, which began in FY 1995, was guided by the Coordinating Board's long-standing position that all state-owned higher education facilities be adequately maintained. According to the board's guidelines for choosing capital projects to recommend for state funding, which were approved in June 1999, the continuing success of the public four-year institutions in receiving maintenance and repair funds in the operating budget means that routine maintenance items are not included in the capital improvements

CBHE REQUEST FOR NEW ITEMS AND INCREASES FY 2001

INSTITUTIONAL MISSION REVIEW AND ENHANCEMENT	\$23,708,114
MOSTARS	
PROGRAMS	
ADVANTAGE MISSOURI PROGRAM	\$2,344,775
MISSOURI COLLEGE GUARANTEE PROGRAM	\$6,710,000
"BRIGHT FLIGHT" SCHOLARSHIP PROGRAM	\$500,000
GALLAGHER "GRANT" PROGRAM	\$613,000
ADDITIONAL OUTREACH	\$308,888
TECHNOLOGY-BASED DELIVERY SYSTEMS	
MORENET	\$2,343,000
MOBIUS	\$3,401,845
INSTRUCTIONAL TECHNOLOGY	\$5,600,000
POSTSECONDARY TECHNICAL EDUCATION	
RTEC PLANS	\$5,800,000
FUNDING FOR RESULTS	
FOUR-YEAR INSTITUTIONS	\$15,948,641
COMMUNITY COLLEGES	\$2,520,359
LINN STATE TECHNICAL COLLEGE	\$111,379

HIGHER EDUCATION OPERATING BUDGET

	FY 2000 APPROPRIATION	FY 2000 CORE	FY 2001 REQUEST
COORDINATION			
COORDINATION ADMINISTRATION	\$1,286,816	\$1,286,816	\$1,438,907
PROPRIETARY SCHOOL REGULATION	217,761	217,761	222,130
PROPRIETARY SCHOOL BOND	100,000 E	100,000 E	100,000 E
MIDWESTERN HIGHER EDUCATION COMMISSION	75,000	75,000	75,000
MISSOURI LEARNERS' NETWORK			310,900
CONTRACTING FOR ACADEMIC PROGRAMS	250,000	250,000	250,000
MOBIUS	3,401,845	3,401,845	3,401,845
STATE ANATOMICAL BOARD	3,069	3,069	3,069
EDWARDSHAW PROFESSIONAL DEVELOPMENT PROGRAM	1,772,731	1,772,731	1,774,513
FEDERAL GRANTS: STATEWIDE INITIATIVES/FIPSE	3,508,673	3,508,673	2,512,709
MOISTARS			
GRANT AND SCHOLARSHIP PROGRAMS			
GRANT AND SCHOLARSHIP ADMINISTRATION	480,890	480,890	491,892
MISSOURI HIGHER EDUCATION ACADEMIC SCHOLARSHIP PROGRAM	15,637,000	15,637,000	16,137,000
CHARLES GALLAGHER STUDENT FINANCIAL ASSISTANCE PROGRAM	16,378,436	16,378,436	16,991,436
BRIDGE SCHOLARSHIP PROGRAM	2,200,000	2,200,000	0
ADVANTAGE MISSOURI PROGRAM	2,930,969	2,930,969	5,275,744
MISSOURI COLLEGE GUARANTEE PROGRAM	4,000,000	4,000,000	10,710,000
PUBLIC SERVICE SURVIVOR GRANT PROGRAM	45,000	45,000	45,000
VIETNAM VETERAN'S SURVIVOR GRANT PROGRAM	15,000 E	15,000 E	15,000 E
HIGHER EDUCATION SCHOLARSHIP PROGRAM	100,000 E	100,000 E	0
MARIQUETTE ROSS BARNETT NEEL SCHOLARSHIP PROGRAM	500,000	500,000	1,000,000
MISSOURI STUDENT LOAN PROGRAM			
MISSOURI STUDENT LOAN PROGRAM ADMINISTRATION	7,572,202	7,572,202	9,501,130
MISSOURI STUDENT LOAN PROGRAM REVOLVING FUND	85,000,000 E	85,000,000 E	85,000,000 E
THE REPUND OFFSET PROGRAM	750,000 E	750,000 E	750,000 E
LENDER OF LAST RESORT PROGRAM	0 E	0 E	0 E
PUBLIC TWO-YEAR INSTITUTIONS			
STATE AID TO COMMUNITY COLLEGES (\$2 M WY-TANF)	103,527,243	103,527,243	118,021,169
WORKFORCE PREPARATION PROJECTS	19,432,463	19,432,463	20,108,730
POSTSECONDARY TECHNICAL EDUCATION PLAN	19,645,000	19,645,000	25,445,000
OUT-OF-DISTRICT INSTRUCTIONAL PROGRAMS	1,343,692	1,343,692	1,384,003
COMMUNITY COLLEGE TAX REPUND OFFSET	250,000 E	250,000 E	250,000 E
LINCOLN STATE TECHNICAL COLLEGE	4,855,355	4,855,355	6,674,086
PUBLIC FOUR-YEAR INSTITUTIONS			
HARRIS-STOWE STATE COLLEGE	9,783,799	9,783,799	11,652,066
MISSOURI SOUTHERN STATE COLLEGE	20,986,772	20,986,772	23,001,506
MISSOURI WESTERN STATE COLLEGE	21,530,587	21,530,587	23,449,812
CENTRAL MISSOURI STATE UNIVERSITY	58,857,471	58,857,471	65,346,706
SOUTHEAST MISSOURI STATE UNIVERSITY	48,097,770	48,027,770	53,787,296
SOUTHWEST MISSOURI STATE UNIVERSITY	85,368,894	85,368,894	93,687,435
NORTHWEST MISSOURI STATE UNIVERSITY	29,651,425	29,651,425	34,280,957
TRUMAN STATE UNIVERSITY	42,838,573	42,838,573	48,666,732
LINCOLN UNIVERSITY	17,176,111	17,176,111	19,390,511
UNIVERSITY OF MISSOURI	418,909,256	418,909,256	471,190,149
UNIVERSITY OF MISSOURI HEALTH PROGRAMS			
HOSPITAL AND CLINICS	9,489,838	9,489,838	12,274,533
ELLIS FISCHEL CANCER CENTER	4,492,142	4,492,142	4,626,906
MISSOURI REHABILITATION CENTER	10,693,564	10,693,564	11,014,371
MISSOURI INSTITUTE OF MENTAL HEALTH	2,505,283	2,505,283	2,581,334
ALZHEIMER'S PROGRAM	247,685	247,685	255,116
MISSOURI KIDNEY PROGRAM	4,375,571	4,375,571	4,756,838
MORENET			
STATE HISTORICAL SOCIETY	11,900,000	11,900,000	14,243,000
STATE SEMINARY FUND	1,005,012	1,005,012	1,014,976
	2,975,000 E	2,975,000 E	2,025,000 E
TOTAL	\$1,096,363,898	\$1,096,093,898	\$1,225,141,507

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request. Similarly, the public two-year institutions have benefited from the specific allotment of funds for equipment, furniture, and maintenance and repair of facilities and grounds authorized by state statute. Including the maintenance and repair funding in the operating budget continues the commitment to provide funds in lieu of a separate capital maintenance and repair request by the public two-year institutions. Since FY 1993, state support for maintenance and repair has increased by 110 percent at four-year institutions and by 271 percent at community colleges.

CAPITAL IMPROVEMENTS BUDGET

In June 1999, Governor Carnahan signed a biennial capital improvements budget for FY 2000, which included 22 higher education capital improvement projects totaling \$86.1 million. Since FY 1994, state appropriations for capital projects at public two-year and four-year institutions have totaled more than \$564 million. These appropriations have underwritten projects at all public four-year institutions and, beginning with the FY 2000 budget, assist capital projects at public two-year colleges.

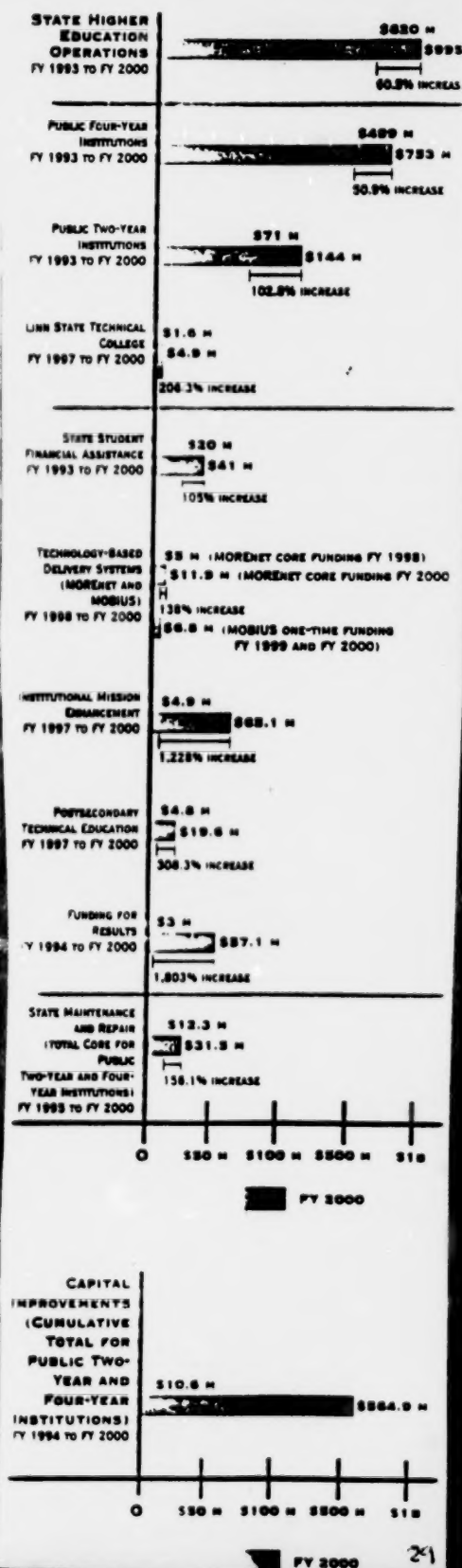
In October 1999, the Coordinating Board approved an FY 2001 state funding request for 15 capital improvement projects totaling more than \$156 million for the public four-year colleges and universities and Linn State Technical College. Projects receiving priority consideration related to the academic mission of the institution within the state system of higher education. Approved in June 1999, the Coordinating Board's guidelines for choosing capital projects to recommend for state funding also emphasize the renovation of existing structures before new construction and

ensuring classrooms incorporate appropriate technology and provide access for individuals with physical disabilities. In addition, the recommendations are made to ensure the completion of renovation or addition projects for which funds have previously been recommended and construction currently is underway.

The Coordinating Board's FY 2001 request for eight capital projects at public two-year institutions totaled \$5.5 million. In choosing capital improvements projects at the public two-year institutions for which to recommend FY 2001 funding, the Coordinating Board placed primary emphasis on the construction and/or renovation and modernization of existing technical education facilities, the amount of local support, the projected collaborative impact of electronic distance education to deliver technical training on community college capital needs, and the success in district annexation.

During the 1999 legislative session, the requested appropriation for technical education capital improvement projects at three public two-year institutions (Metropolitan Community Colleges, State Fair Community College, and East Central College) were moved from the operating to the capital budget. Committees from both houses of the Missouri General Assembly determined the move was appropriate because the request involved major renovations and new construction projects rather than routine maintenance and repair activities. The projects were funded at the Coordinating Board's requested amounts. Therefore, the FY 2001 budget year represents the second year for this capital improvement budget process for the public two-year institutions.

APPENDIX



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HIGHER EDUCATION CAPITAL REQUESTS FY 2001

PUBLIC FOUR-YEAR INSTITUTIONS AND LINN STATE TECHNICAL COLLEGE

CBHE PRIORITY	INSTITUTION	FACILITY NAME	PROJECT DESCRIPTION	INSTITUTIONAL REQUEST	CBHE RECOMM.
1	NORTHWEST	OLIVE DELUCE FINE ARTS	RENOVATIONS AND CONSTRUCTION OF FINE ARTS STUDIO	\$16,237,685	\$16,237,685
2	LINCOLN	JASON HALL	RENOVATION OF EXISTING BUILDING AND ADDITION OF A SWIM FACILITY	\$4,462,379	\$4,462,379
3	HARRIS-STOWE	EARLY CHILDHOOD/PARENT EDU.	CONSTRUCTION OF NEW BUILDING	\$6,250,109	\$6,250,109
4	SOUTHEAST	VISUAL AND PERFORMING ARTS	NEW CONSTRUCTION AND RENOVATION OF ACQUIRED FACILITIES	\$13,200,000	\$11,950,000
5	SOUTHERN	HEALTH SCIENCES BUILDING	CONSTRUCTION OF HEALTH SCIENCES BUILDING	\$12,000,000	\$12,000,000
6	UM-ST. LOUIS	BENTON AND STADLER HALLS	RENOVATION	\$5,000,000	\$5,000,000
7	LINN STATE	MED./HVT. TRUCK CNTR. AND CAMPUS DEV	CONSTRUCTION OF NEW FACILITY AND RENOVATION OF CAMPUS INFRASTRUCTURE	\$6,998,858	\$6,998,858
8	UM-COLUMBIA	LIFE SCIENCES BUILDING	CONSTRUCTION OF NEW BUILDING	\$29,947,000	\$29,947,000
9	SOUTHWEST	FREUP PLAN	RENOVATION REUTILIZATION PLAN INVOLVING SEVERAL CAMPUS FACILITIES	\$7,757,428	\$7,757,428
10	UM-KANSAS CITY	PHARMACY AND NURSING BUILDING	CONSTRUCTION OF NEW BUILDING	\$30,510,000	\$30,510,000
11	UM-ROLLA	MECHANICAL ENGINEERING	RENOVATIONS	\$10,000,000	\$6,265,000
12	UM-COLUMBIA	MCKEE GYMNASIUM	PLANNING FOR RENOVATION AND ADDITION FOR STATE HISTORICAL SOCIETY	\$1,000,000	\$1,000,000
13	WESTERN	TRAINING AND DEVELOPMENT CNTR	CONSTRUCTION OF TRAINING AND DEVELOPMENT CENTER	\$1,000,000	\$1,000,000
14	CENTRAL	MORROW/GARRISON BUILDINGS	RENOVATION OF CLASSROOMS AND LABS	\$8,294,672	\$8,294,672
15	TRUMAN	MCCLAIR/BALDWIN HALLS	RENOVATIONS AND ADDITION	\$7,828,287	\$7,828,287

PUBLIC COMMUNITY COLLEGES

CBHE PRIORITY	INSTITUTION	PROJECT DESCRIPTION	INSTITUTIONAL REQUEST	CBHE RECOMM.
1	CROWDER	RENOVATION OF THE TECHNICAL EDUCATION FACILITY	\$880,000	\$440,000
2	ST. LOUIS	CONSTRUCTION OF AN ADVANCED MANUFACTURING CENTER AT FLOISSANT VALLEY	\$4,200,000	\$2,100,000
3	NORTH CENTRAL	RENOVATION AND EXPANSION OF HOFFMAN HALL	\$700,000	\$350,000
4	THREE RIVERS	RENOVATION OF RUTLAND LIBRARY AND ADMINISTRATIVE BUILDING	\$596,096	\$298,048
5	ST. CHARLES COUNTY	EXPANSION INTO UNFINISHED SECOND FLOOR OF THE NEW TECHNOLOGY CENTER	\$4,563,919	\$991,771
6	JEFFERSON	RENOVATION OF THE POSTSECONDARY TECHNICAL EDUCATION FACILITIES	\$1,000,000	\$500,000
7	OZARKS TECHNICAL	RENOVATION OF LINCOLN HALL FOR TECHNOLOGY; PLANNING FOR A NEW SOUTH CAMPUS	\$2,200,000	\$1,100,000
8	EAST CENTRAL	RENOVATION OF THE POSTSECONDARY TECHNICAL EDUCATION FACILITIES	\$160,000	\$80,000

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INDEPENDENT AUDITOR'S REPORT

December 22, 1999

We have audited the accompanying financial statements of the State Guaranty Student Loan Program of the Department of Higher Education as of and for the year ended June 30, 1999, as identified in the table of contents. These financial statements are the responsibility of the program's management. Our responsibility is to express an opinion on these financial statements based on our audit.

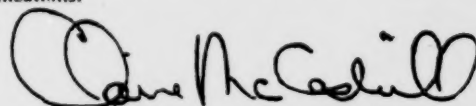
We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the financial position of the State Guaranty Student Loan Program as of June 30, 1999, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

In accordance with Government Auditing Standards, we also have issued our report dated December 22, 1999, on our consideration of the program's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grants.

The accompanying History, Organization, and Statistical Information is presented for informational purposes. This information was obtained from the program's management and was not subjected to the auditing procedures applied in the audit of the financial statements referred to above.

An integral part of the program's funding comes from federal awards. Those federal awards are reported on in the State of Missouri Single Audit Report issued by the State Auditor's office. The single audit is conducted in accordance with the provisions of Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.



Claire McCaskill
State Auditor

A COMPLETE REPORT, INCLUDING HISTORY, ORGANIZATION, AND STATISTICAL INFORMATION, AND THE MANAGEMENT ADVISORY REPORT MAY BE OBTAINED UPON REQUEST.

MISSOURI STUDENT LOAN PROGRAM BALANCE SHEET

EXHIBIT A	STATE GUARANTY STUDENT LOAN FUND	AUTOMATED TRANSFER OF MONEY (ATOM) FUND	TOTAL (MEMORANDUM ONLY)
ASSETS			
CASH (NOTE 2)	\$5,807,255	\$252,021	\$6,059,276
DUE FROM FEDERAL GOVERNMENT:			
REINSURANCE (NOTE 3)	0	0	0
LOAN PROCESSING AND ISSUANCE FEE	322,928	0	322,928
ADMINISTRATIVE EXPENSE ALLOWANCE	0	0	0
SUPPLEMENTAL PRECLAIMS ASSISTANCE	0	0	0
GUARANTEE FEES RECEIVABLE	0	0	0
CONSOLIDATION FEES RECEIVABLE	0	0	0
DUE FROM OTHER FUNDS	0	0	0
DUE FROM SCHOOLS	388,262	0	388,262
TOTAL ASSETS	\$6,318,445	\$252,021	\$6,570,466
LIABILITIES AND FUND BALANCE			
LIABILITIES			
ACCRUED PAYROLL	\$6,121	\$0	\$6,121
EMPLOYEE FRINGE BENEFITS PAYABLE	28,378	0	28,378
ACCOUNTS PAYABLE	1,117,258	0	1,117,258
ACCRUED LEAVE LIABILITY	69,939	0	69,939
DEFERRED FEDERAL ADVANCES (NOTE 4)	0	0	0
DUE TO FEDERAL GOVERNMENT (NOTE 5)	0	0	0
DUE TO SCHOOLS	0	147,064	147,064
DUE TO LENDERS	0	32,992	32,992
DUE TO OTHER FUNDS	3,040,504	51,975	3,092,479
TOTAL LIABILITIES	\$4,232,200	\$232,021	\$4,464,221
FUND BALANCE	2,086,245	0	2,086,245
TOTAL LIABILITIES AND FUND BALANCE	\$6,318,445	\$232,021	\$6,550,466

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MISSOURI STUDENT LOAN PROGRAM

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

EXHIBIT B	STATE GUARANTY STUDENT LOAN FUND	RESTRICTED RESERVE FUND	RESTRICTED INTEREST FUND	AUTOMATED TRANSFER OF MONEY (ATOM) FUND	TOTAL (MEMORANDUM ONLY)
REVENUES					
GUARANTEE FEES	\$361,818	\$0	\$0	\$1,845,582	\$2,951,865
FEDERAL REIMBURSEMENTS					
REIMBURSEMENT	11,089,099	0	0	0	30,403,004
ADMINISTRATIVE EXPENSE ALLOWANCE (NOTE 7)	1,309,882	0	0	0	1,309,882
LOAN PROCESSING AND ISSUANCE FEE (NOTE 8)	0	0	0	0	891,118
ACCOUNT MAINTENANCE FEE (NOTE 9)	0	0	0	0	1,580,589
SUPPLEMENTAL PRECLAIMS ASSISTANCE (NOTE 7)	171,004	0	0	0	384,835
INTEREST INCOME	826,663	938,109	0	131,999	3,105,983
LOAN RECOVERIES	6,795,134	0	0	0	27,787,828
LOAN DISBURSEMENTS FROM BANKS	0	0	0	181,150,100	181,150,100
SCHOOL RETURNS	0	0	0	4,191,826	4,191,826
CONSOLIDATION FEES	0	0	0	0	0
MISCELLANEOUS	4,750	0	0	0	9,168
TOTAL REVENUES	\$20,358,350	\$938,109	\$0	\$187,319,907	\$283,766,198
EXPENDITURES					
PERSONAL SERVICE	\$359,568	\$0	\$0	\$0	\$1,247,545
EMPLOYEE FRINGE BENEFITS	77,882	0	0	0	319,981
EXPENSE AND EQUIPMENT (NOTES 11 AND 12)	1,936,961	0	87,501	0	6,528,843
DEFAULTED LOAN PURCHASES	11,809,238	0	0	0	46,824,843
LOAN RECOVERY REIMBURSEMENTS	4,222,210	0	0	0	4,222,210
COLLECTION AGENCY FEES (NOTE 13)	599,872	0	0	0	2,686,188
PAYMENTS TO FEDERAL GOVERNMENT	0	6,484,334	0	0	6,484,334
PAYMENTS TO SCHOOLS	0	0	0	183,172,688	183,172,688
PAYMENTS TO LENDERS	0	0	0	2,169,238	2,169,238
BANK CHARGES	0	0	0	18,189	18,189
TOTAL EXPENDITURES (NOTE 19)	\$19,005,731	\$6,484,334	\$87,501	\$185,361,115	\$253,654,809
REVENUES OVER (UNDER) EXPENDITURES	\$1,352,619	\$5,546,225	\$-87,501	\$1,958,392	\$111,389
OTHER FINANCING SOURCES (USES)					
OPERATING TRANSFERS					
IN	\$589,312	\$6,484,334	\$938,109	\$0	\$25,281,447
OUT	0	(938,109)	0	(1,958,392)	(25,281,447)
RESIDUAL EQUITY TRANSFER	(48,107,555)	0	0	0	0
APPROPRIATIONS EXERCISED BY OTHER STATE AGENCIES (NOTE 11)	(24,137)	0	0	0	(104,625)
REVENUES OVER (UNDER) EXPENDITURES AND OTHER FINANCING SOURCES (USES)	\$46,189,761	\$0	\$850,608	\$0	\$6,764
FUND BALANCE, JULY 1	\$46,189,761	\$0	\$154,759	\$0	\$46,344,520
FUND BALANCE, JUNE 30	\$0	\$0	\$1,005,367	\$0	\$46,351,284

MISSOURI STUDENT LOAN PROGRAM

STATEMENT OF APPROPRIATIONS AND EXPENDITURES

EXHIBIT C	APPROPRIATIONS	EXPENDITURES (NOTE 13)	LAPSED BALANCES
LOAN PROGRAM ADMINISTRATION			
PERSONAL SERVICE/EXPENSE AND EQUIPMENT	\$7,382,160	\$6,562,423	\$819,737
PURCHASE OF DEFAULTED LOANS, REIMBURSEMENT TO FEDERAL GOVERNMENT OF LOAN RECOVERIES, AND INVESTMENT OF FUNDS OF THE STATE GUARANTY STUDENT LOAN FUND	65,000,000	46,836,628	18,163,372
TOTAL STATE GUARANTY STUDENT LOAN FUND	\$72,382,160	\$53,399,051	\$18,983,109

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Legislation

he following bills affecting higher education were passed during the First Regular Session of the 90th

General Assembly and signed into law by Governor Mel Carnahan in 1999.

SENATE BILL 33: SALES TAX ON TEXTBOOKS

This legislation removes the provision of the sales tax exemption on textbooks that limited the exemption to on-campus bookstores. It also requires that, upon request, the institution or institutional department provide at least one list of textbooks to the bookstore each semester. Alternately, the student may provide a list of required or recommended textbooks from the instructor, department, or institution.

SENATE BILL 218: INSTITUTIONAL GOVERNING BOARDS

This bill makes changes to the boards of Central Missouri State University, Southwest Missouri State University, and other institutions with statewide missions. The bill removes out-of-state members, increases the number of members from the service region from four to five, increases the number of members that may come from counties in the service region with fewer than 200,000 residents from one to two, reduces the number of members from outside the service region from three to two, and removes any restrictions on board members

coming from different congressional districts.

SENATE BILL 443: MISSOURI COLLEGE GUARANTEE PROGRAM

This legislation allows the Missouri College Guarantee Program to begin in FY 2000, one year earlier than originally stated in law.

SENATE BILL 460: MISSOURI COLLEGE SAVINGS PLAN

This bill makes technical corrections to the law, passed last year, that established a college savings plan. The corrections are needed in order to comply with new IRS regulations.

HOUSE BILL 343/SENATE BILL 362: MASSAGE THERAPIST CERTIFICATION

This bill removes the certification of massage therapists from the authority of the Coordinating Board for Higher Education.

HOUSE BILL 778: MISSOURI EDUCATIONAL EMPLOYEES' MEMORIAL SCHOLARSHIP

This legislation creates the Missouri Educational Employees' Memorial Scholarship Program to provide scholarships for the children of Missouri educational employees who died while employed in a Missouri school district. This program is funded by voluntary payroll deductions from current public school employees. The Coordinating Board for Higher Education is responsible for the administration of this program.

HOUSE BILL 889: CHARTER SCHOOL SPONSORS

This bill changes the requirements that a state college or university must

meet in order to sponsor a charter school. The previous law stated that in order to sponsor a charter school, the four-year college or university must have its primary campus in a metropolitan school district or in an adjacent county, in addition to other requirements. This law changes the geographic requirement to allow any college or university that provides educational programs to any part of such district to sponsor one or more charter schools.

HOUSE BILL 889: MISSOURI CRITICAL TEACHER FORGIVABLE LOAN PROGRAM

The bill also establishes the Missouri Critical Teacher Forgivable Loan Program to provide undergraduate and graduate scholarships for eligible students entering college teaching programs leading to a degree in a critical teacher shortage area. Loans may be forgiven based on years of teaching service. This program will be administered by the State Board of Education in conjunction with local school districts.

HOUSE BILL 889: MISSOURI TEACHERS CORPS

The legislation also creates the Missouri Teacher Corps for the purpose of recruiting 50 college seniors or graduates each year to contract to teach in designated schools for a two-year period. The law states that the Department of Elementary and Secondary Education (DESE) and the Department of Higher Education shall work together to provide staff and facilities to establish the corps and promote its success. DESE, in cooperation with state colleges and universities, will provide intensive short-term training for the recruits. Members of the corps will receive financial assistance toward a master's degree in curriculum and instruction for a two-year period, and the degree program will follow a nights-weekends-summer schedule. DESE was given the responsibility of implementing this program.

HOUSE BILL 889: STUDENT REPRESENTATIVES TO INSTITUTIONAL BOARDS

The bill also contains several provisions relating to the student representative on institutional governing boards. These changes:

- ♦ allow the student representative on all public four-year institutional boards to attend all meetings and participate in all deliberations of the board unless excluded by a unanimous vote of other members who are present;
- ♦ require that the student representative be current in paying all tuition and fee charges or that satisfactory arrangements have been made;
- ♦ provide that board members may excuse themselves from any deliberation of the board;
- ♦ provide that confidentiality, as determined by the board and provided by law, apply to all board members and representatives; and
- ♦ require that the student representative receive the same reimbursement for expenses as other board members.

HOUSE BILL 920: CBHE PRESIDENTIAL ADVISORY COMMITTEE

This legislation amends the statute governing the CBHE Presidential Advisory Committee by adding the president of Linn State Technical College and the president or chancellor of each community college district to the committee's membership.

HOUSE BILL 920: COORDINATING BOARD FOR HIGHER EDUCATION APPOINTMENTS

The legislation also makes a clarifying change to the qualifications for Coordinating Board for Higher Education appointees. Current law states that "None of the members shall be engaged professionally as an educator or educational administrator at the time appointed or during his term." This bill narrows this prohibition to apply only to an "educator or educational administrator with a public or private institution of higher education."

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Statistics

The Coordinating Board shall collect the necessary information and develop comparable data for all institutions of higher education in the state.

Section 173.005.2(7) RSMo

TOTAL FULL-TIME EQUIVALENT (FTE) ENROLLMENT AT PUBLIC INSTITUTIONS FALL 1981 AND FALL 1995 TO FALL 1999

INSTITUTION	FALL 1981	FALL 1995	FALL 1996	FALL 1997	FALL 1998	FALL 1999	% CHANGE 1995-99
FOUR-YEAR COLLEGES							
HARRIS-STOWE	946	1,094	1,095	1,104	1,111	1,072	-2.0%
MISSOURI SOUTHERN	3,174	4,050	4,030	4,183	4,250	4,306	1.3%
MISSOURI WESTERN	3,284	3,901	3,930	4,017	4,031	4,081	1.2%
SUBTOTAL	7,404	9,045	9,055	9,304	9,392	9,459	1.0%
REGIONAL UNIVERSITIES							
CENTRAL	9,234	8,600	8,372	8,234	8,312	8,303	-3.5%
NORTHWEST	4,380	5,091	5,094	5,168	5,081	5,184	1.0%
SOUTHEAST	8,187	6,513	6,440	6,381	6,504	6,888	2.3%
SOUTHWEST	11,462	13,082	12,925	13,000	13,418	13,837	3.9%
WEST PLAINS	315	656	726	815	818	841	28.7%
SUBTOTAL	33,578	33,942	33,557	33,998	34,134	34,823	2.0%
STATEWIDE LIBERAL ARTS UNIVERSITY							
TRUMAN	6,233	6,161	6,153	6,176	6,194	6,043	-1.8%
1890 LAND-GRANT UNIVERSITY							
LINCOLN	2,070	2,365	2,048	2,142	2,299	2,375	0.6%
1862 LAND-GRANT UNIVERSITY							
UM-COLUMBIA	22,313	18,560	18,812	18,913	19,258	19,411	4.8%
UM-KANSAS CITY	7,985	6,901	6,983	7,185	7,302	7,655	10.9%
UM-ROLLA	6,684	4,524	4,501	4,219	4,227	4,073	-10.0%
UM-ST. LOUIS	8,205	8,851	8,920	8,693	8,964	8,995	1.0%
SUBTOTAL	45,187	38,836	39,216	39,010	39,751	40,134	3.3%
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL							
TOTAL	94,472	90,349	90,029	90,230	91,770	92,834	2.8%
COMMUNITY COLLEGES							
CROWDER	812	1,025	1,093	1,009	1,033	1,183	12.5%
EAST CENTRAL	1,353	1,630	1,672	1,700	1,708	1,844	13.2%
JEFFERSON	1,628	2,501	2,552	2,546	2,575	2,809	4.3%
LONGVIEW	2,506	4,353	4,203	4,222	4,307	4,481	2.3%
MAPLE WOODS	1,270	2,449	2,476	2,541	2,821	2,795	14.1%
PENN VALLEY	2,878	2,336	2,233	2,056	2,422	2,326	-0.4%
PIONEER	192	—	—	—	—	—	—
MINERAL AREA	993	1,468	1,558	1,633	1,827	1,871	13.8%
MOBERLY	662	1,125	1,225	1,221	1,337	1,821	44.1%
NORTH CENTRAL	367	660	707	772	852	823	24.7%
OZARKS TECHNICAL	—	1,927	2,296	2,839	2,990	3,422	77.8%
ST. CHARLES COUNTY	—	2,343	2,453	2,803	3,028	3,146	34.3%
ST. LOUIS COMMUNITY COLLEGE AT FLORISSANT VALLEY	5,636	3,985	3,852	3,721	3,740	3,805	-4.5%
ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK	3,993	3,160	3,185	3,090	3,059	3,321	5.1%
ST. LOUIS COMMUNITY COLLEGE AT MERAMEC	5,924	7,054	6,963	6,953	7,045	7,406	5.0%
STATE FAIR	1,040	1,433	1,311	1,335	1,451	1,708	19.2%
THREE RIVERS	1,045	1,586	1,613	1,636	1,545	1,857	4.8%
SUBTOTAL	30,299	39,035	39,392	40,077	41,560	43,780	12.1%
STATE TECHNICAL COLLEGE							
LINN STATE	N/A	N/A	40	878	874	882	N/A
PUBLIC INSTITUTION TOTAL							
TOTAL	124,771	129,384	130,247	131,105	134,204	137,486	8.2%

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TOTAL FULL-TIME EQUIVALENT (FTE) ENROLLMENT AT INDEPENDENT INSTITUTIONS FALL 1981 AND FALL 1995 TO FALL 1999

INSTITUTION	FALL 1981	FALL 1995	FALL 1996	FALL 1997	FALL 1998	FALL 1999	% CHANGE 1995-99
UNIVERSITIES							
SAINT LOUIS	7,232	8,668	9,115	9,443	9,583	9,610	10.9%
WASHINGTON	8,896	9,795	9,997	9,958	10,294	10,406	6.2%
WEBSTER	2,211	5,362	5,831	6,429	6,432	7,589	41.5%
SUBTOTAL	18,139	23,825	24,943	25,830	26,309	27,605	15.9%
FOUR-YEAR COLLEGES							
AVILA	1,328	966	910	901	886	953	-1.3%
CARDINAL NEWMAN	95	—	—	—	—	—	—
CENTRAL METHODIST	851	949	957	1,048	1,033	1,144	20.8%
COLLEGE OF THE OZARKS	1,246	1,490	1,501	1,531	1,482	1,445	-3.0%
COLUMBIA	1,105	3,681	4,454	4,885	5,232	5,171	40.8%
GALEER-STOCKTON	597	977	1,006	981	931	861	-11.9%
GRURY	1,774	2,353	2,526	2,696	2,833	3,048	29.5%
EVANSEL	1,808	1,498	1,518	1,577	1,633	1,562	4.3%
FORTSONNE	717	1,342	1,431	1,525	1,584	1,586	18.2%
HARRISBURG-LAGRANGE	345	639	694	785	792	838	31.1%
LINDENWOOD	1,069	3,156	3,418	3,871	4,191	4,606	45.9%
MARYVILLE	1,174	1,960	1,921	1,944	2,003	2,022	3.2%
MISSOURI BAPTIST	288	1,278	1,337	1,310	1,415	1,544	20.8%
MISSOURI VALLEY	456	1,260	1,267	1,330	1,378	1,432	13.7%
PARK	1,344	2,578	2,866	2,935	3,068	3,158	22.5%
ROCKHURST	2,125	2,076	2,133	2,047	2,045	2,084	0.4%
SOUTHWEST BAPTIST	1,451	2,147	2,214	2,530	2,659	2,680	24.8%
STEPHENS	1,241	728	740	662	654	610	-16.2%
TANCO	415	—	—	—	—	—	—
WESTMINSTER	694	593	652	648	642	693	16.9%
WILLIAM JEWELL	1,649	1,324	1,287	1,250	1,237	1,259	-4.9%
WILLIAM WOODS	803	949	991	1,152	1,356	1,097	18.6%
SUBTOTAL	22,273	31,944	33,823	35,608	37,054	37,793	18.3%
TWO-YEAR COLLEGES							
COTNEY	N/A	328	305	326	283	295	-10.1%
KEMPER	149	N/A	N/A	332	243	243	N/A
NORTHWEST MISSOURI CC	—	—	—	—	—	—	—
ST. MARY'S	340	—	—	—	—	—	—
ST. PAUL'S	106	—	—	—	—	—	—
WENTWORTH	205	296	122	182	189	183	-38.2%
SUBTOTAL	800	624	427	540	715	721	15.5%
INDEPENDENT INSTITUTION							
TOTAL	41,212	56,393	59,193	62,278	64,078	66,119	17.2%
STATE TOTAL	185,983	185,777	189,440	193,463	198,282	203,575	9.6%

N/A INDICATES THAT DATA ARE NOT AVAILABLE.

— INDICATES THAT THE INSTITUTION IS NO LONGER OPEN.

NOTE: FIGURES MAY VARY FROM PREVIOUS REPORTS DUE TO UPDATES.

ENROLLMENT

In the fall of 1999, full-time equivalent (FTE) enrollment totaled 137,456 at Missouri's public colleges and universities and 66,119 at Missouri's independent institutions. The total FTE enrollment at the state's public and independent institutions in 1999 represents an increase of 9.6 percent, from 185,777 in 1995 to 203,575 in 1999. (Enrollment statistics for Missouri private career schools are on page 47.)

DEGREES CONFERRED

During FY 1999, a total of 52,129 degrees were conferred by Missouri colleges and universities. Missouri's public colleges and universities conferred 29,964 degrees; the independent colleges and universities conferred 22,165. (Completion statistics for Missouri's private career schools are on page 47.)

The total number of degrees conferred by Missouri public and independent colleges and universities has increased from 43,716 in 1991 to 52,129 in 1999, an increase of nearly 20 percent.

**DEGREES CONFERRED BY PUBLIC INSTITUTIONS, BY LEVEL
FY 1999**

	CERTIFICATES*	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATES	FIRST PROF.	OTHER**	TOTAL
FOUR-YEAR COLLEGES								
HARRIS-STOWE	0	0	171	0	0	0	0	171
MISSOURI SOUTHERN	0	160	585	0	0	0	0	745
MISSOURI WESTERN	21	82	635	0	0	0	0	738
SUBTOTAL	21	242	1,391	0	0	0	0	1,634
REGIONAL UNIVERSITIES								
CENTRAL	0	52	1,587	483	0	0	25	2,147
NORTHWEST	10	0	887	203	0	0	18	1,098
SOUTHEAST	7	56	1,257	210	0	0	22	1,852
SOUTHWEST	0	0	2,079	534	0	0	27	2,640
WEST PLAINS	0	146	0	0	0	0	0	146
SUBTOTAL	17	254	5,790	1,430	0	0	90	7,581
STATEWIDE LIBERAL ARTS UNIVERSITY								
TRUMAN	0	0	1,151	116	0	0	0	1,267
1890 LAND-GRANT UNIVERSITY								
LINCOLN	0	54	335	76	0	0	0	465
1862 LAND-GRANT UNIVERSITY								
UM-COLUMBIA	0	0	3,670	893	230	330	32	5,155
UM-KANSAS CITY	0	0	1,138	742	65	364	38	2,345
UM-ROLLA	0	0	779	291	44	0	0	1,114
UM-ST. LOUIS	0	0	1,707	612	30	43	0	2,392
SUBTOTAL	0	0	7,294	2,538	369	737	68	11,006
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL	38	550	15,961	4,160	369	737	158	21,973
COMMUNITY COLLEGES								
CROWDER	160	198	0	0	0	0	0	358
EAST CENTRAL	397	223	0	0	0	0	0	620
JEFFERSON	219	444	0	0	0	0	0	663
LONEVIEW	118	678	0	0	0	0	0	796
MAPLE WOODS	93	288	0	0	0	0	0	381
PENN VALLEY	143	444	0	0	0	0	0	587
MINERAL AREA	31	340	0	0	0	0	0	371
MOBERLY	66	206	0	0	0	0	0	272
NORTH CENTRAL	61	205	0	0	0	0	0	266
OZARKS TECHNICAL	140	319	0	0	0	0	0	459
ST. CHARLES COUNTY	23	351	0	0	0	0	0	374
ST. LOUIS COMMUNITY COLLEGE AT FLORISSANT VALLEY	50	514	0	0	0	0	0	564
ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK	118	423	0	0	0	0	0	541
ST. LOUIS COMMUNITY COLLEGE AT MERAMEC	91	720	0	0	0	0	0	811
STATE FAIR	75	253	0	0	0	0	0	328
THREE RIVERS	39	304	0	0	0	0	0	343
SUBTOTAL	1,824	5,910	0	0	0	0	0	7,734
STATE TECHNICAL COLLEGE								
LINN STATE	40	217	0	0	0	0	0	257
PUBLIC INSTITUTION TOTALS								
1999	1,902	6,677	15,961	4,160	369	737	158	29,964
1998	1,836	6,808	15,648	4,048	426	630	148	29,544
1997	2,435	5,833	15,302	4,237	404	633	135	28,999
1996	2,682	6,199	14,992	4,098	379	670	193	29,213
1995	2,539	6,075	15,657	3,805	341	663	180	29,260
1994	2,546	6,170	16,290	3,890	376	628	205	30,107
1993	2,859	5,853	16,134	4,001	389	681	197	30,084
1992	2,779	5,679	15,709	3,875	395	679	207	29,923
1991	2,334	5,328	14,567	3,775	353	722	224	27,903

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DEGREES CONFERRED BY INDEPENDENT INSTITUTIONS, BY LEVEL FY 1999

	CERTIFICATES*	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATES	FIRST PROF	OTHER**	TOTAL
UNIVERSITIES								
SAINT LOUIS	85	9	1,326	680	139	396	11	2,626
WASHINGTON	0	0	1,408	1,243	164	318	4	3,137
WEBSTER	34	0	848	3,699	4	0	13	4,600
SUBTOTAL	101	9	3,582	5,622	307	714	28	10,363
FOUR-YEAR COLLEGES								
AVILA	1	0	162	55	0	0	0	218
CENTRAL METHODIST	0	2	308	5	0	0	0	315
COLLEGE OF THE OZARKS	0	0	242	0	0	0	0	242
COLUMBIA	0	589	1,457	23	0	0	0	2,069
CULVER-STOCKTON	0	0	205	0	0	0	0	205
DRURY	0	157	485	85	0	0	0	727
EVANGEL	0	5	281	0	0	0	0	286
FONTSBONE	21	0	282	267	0	0	0	570
HARRISBURG-LAGRANGE	0	15	135	0	0	0	0	150
LINDENWOOD	0	0	468	854	0	0	0	1,322
MARYVILLE	0	0	454	170	0	0	0	624
MISSOURI BAPTIST	1	0	185	0	0	0	0	186
MISSOURI VALLEY	0	2	154	0	0	0	0	156
PARK	0	177	1,789	42	0	0	0	2,008
ROCKHURST	8	0	392	193	0	0	4	597
SOUTHWEST BAPTIST	3	57	381	320	0	0	0	761
STEPHENS	0	7	134	4	0	0	1	146
WESTMINSTER	0	0	144	0	0	0	0	144
WILLIAM JEWELL	8	0	258	0	0	0	0	276
WILLIAM WOODS	0	0	231	330	0	0	0	561
SUBTOTAL	42	1,011	8,157	2,348	0	0	5	11,563
TWO-YEAR COLLEGES								
COTTEY	0	117	0	0	0	0	0	117
KEMPER	0	52	0	0	0	0	0	52
WENTWORTH	0	70	0	0	0	0	0	70
SUBTOTAL	0	239	0	0	0	0	0	239
INDEPENDENT INSTITUTION TOTALS								
1999	143	1,259	11,739	7,970	307	714	33	22,165
1998	143	1,278	12,007	7,344	353	701	45	21,871
1997	152	1,273	11,632	6,507	323	693	33	20,713
1996	158	1,327	11,043	6,418	310	708	19	19,983
1995	182	1,448	10,922	6,272	275	705	9	19,813
1994	545	901	9,629	5,937	303	679	13	18,007
1993	186	1,263	10,177	5,095	253	661	2	17,637
1992	238	1,197	9,955	5,275	322	705	3	17,295
1991	156	1,341	9,087	4,852	250	714	13	16,413
STATE TOTALS								
1999	2,045	7,936	27,700	12,130	676	1,451	191	52,129
1998	1,979	8,086	27,655	11,392	779	1,331	193	51,415
1997	2,587	7,106	26,934	10,864	727	1,326	168	49,712
1996	2,840	7,526	26,035	10,516	689	1,378	212	49,196
1995	2,721	7,523	26,579	10,077	616	1,369	189	49,073
1994	3,081	7,071	25,919	9,827	681	1,307	218	48,114
1993	3,045	7,116	26,311	9,096	642	1,312	199	47,721
1992	3,017	6,876	25,264	9,150	717	1,384	210	46,618
1991	2,490	6,669	23,654	8,627	603	1,436	237	43,716

* INCLUDES LESS THAN ONE-YEAR, LESS THAN TWO-YEAR, AND LESS THAN FOUR-YEAR CERTIFICATES.

** INCLUDES POST-BACCALAUREATE AND POST-MASTER'S DEGREES.

NOTE: LINN STATE IS INCLUDED IN TOTALS BEGINNING IN 1996.

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SURVEY OF CURRENTLY ENROLLED STUDENTS

In April 1999, the Coordinating Board received the results of the second statewide survey of currently enrolled students at Missouri's public two-year and four-year institutions. When compared to student responses in 1993, the 1998 study yielded a number of important findings regarding college students' enrollment decisions, high school preparation, and collegiate experiences.

REASONS FOR CHOOSING WHICH COLLEGE TO ATTEND

- Overall, cost remains students' most frequently cited factor in choosing which college to attend.
- Students citing cost as the main reason for attending a college increased from 34 to 40 percent at public two-year institutions, while the same response declined from 26 to 18 percent on four-year campuses.
- Compared to the 1993 findings, more of today's students on four-year campuses see academic factors as their main reason for deciding which college to attend, while students attending two-year institutions tend to give less attention to academic factors.

ACADEMIC PREPARATION IN HIGH SCHOOL

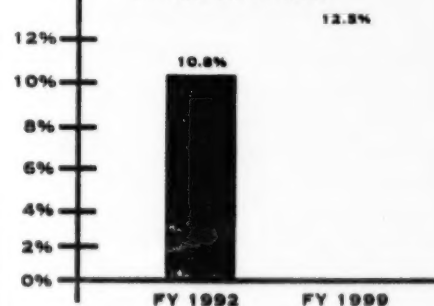
- In comparison to the 1993 results, today's students appear to be better prepared for college. Judging from students' retrospective assessments of their high school coursework, there has been a substantial improvement in math, English, and natural sciences. However, the majority of students surveyed (78 percent) viewed math as an indispensable component of college education, and about one-fourth of the currently enrolled students reported that their high school math classes had not prepared them well for college courses.
- Of the students who took no more than algebra I in high school, 57 percent have parents without any postsecondary education. These findings support the Missouri K-16 Coalition's research on the importance of mathematics education for student success in college.

COLLEGE EXPERIENCE

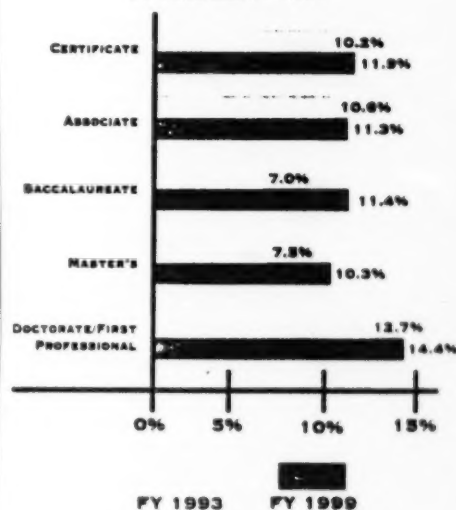
- Ninety-two percent of students on four-year campuses felt challenged, compared to 77 percent of their two-year counterparts.
- While only 13 percent of four-year students were taking basic or intermediate algebra, nearly three times as many two-year students (36 percent) were enrolled in those classes.
- While most students on four-year campuses (78 percent) spent at least 15 hours per week on classes, labs, or assignments, only 49 percent of the two-year respondents reported the same.
- On average, college students at Missouri's public institutions spent about the same amount of time on course-related activities as on social/recreational life (16-20 hours per week); they tended to spend more time on paid employment (21-30 hours per week).
- On average, students at four-year institutions have transferred 26 credit hours, while students at two-year colleges have transferred 17 credit hours.
- Proportionally, there were more transfer students on four-year campuses than at two-year institutions. One of every five students currently enrolled at four-year institutions was using transfer credits as a necessary strategy to finance and complete his or her academic studies.
- Most students intended from the beginning to transfer to their current institutions; moreover, if they could begin again, 52 percent of transfer students at four-year institutions would still prefer to start at one college with the intention of transferring to another.

APPENDIX

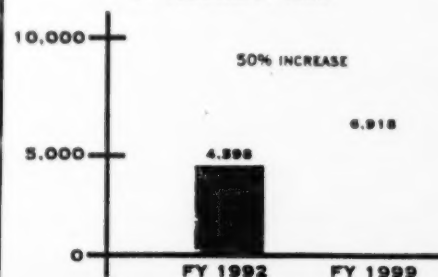
PROPORTION OF FULL-TIME UNDERGRADUATE ENROLLMENT COMPRISED OF MINORITIES PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES FY 1992 AND FY 1999



PROPORTION OF DEGREES CONFERRED TO MINORITIES BY MISSOURI PUBLIC INSTITUTIONS FY 1993 AND FY 1999



NUMBER OF DEGREES CONFERRED TO MINORITIES BY MISSOURI PUBLIC AND INDEPENDENT TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES FY 1992 AND FY 1999



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**MOST STUDENTS (89 PERCENT)
AT MISSOURI'S PUBLIC COLLEGES
AND UNIVERSITIES DESCRIBED
THEIR COURSEWORK AS RIGOROUS
OR DEMANDING.**



**56 PERCENT OF THE CURRENTLY
ENROLLED STUDENTS AT MISSOURI'S
PUBLIC COLLEGES AND UNIVERSITIES
HAVE TRANSFERRED CREDITS FROM
ANOTHER INSTITUTION.**



**NEARLY HALF OF THE SURVEY
RESPONDENTS ON PUBLIC FOUR-YEAR
CAMPUSES INDICATED THEY SPENT
MORE THAN 30 HOURS PER WEEK ON
PAID EMPLOYMENT, AND THE SAME
RESPONSE WAS GIVEN BY ALMOST
TWO-THIRDS OF THOSE AT PUBLIC
TWO-YEAR INSTITUTIONS.**



**OVERALL, PUBLIC COLLEGE AND
UNIVERSITY STUDENTS SEEM MORE
SATISFIED WITH THEIR COLLEGE
EXPERIENCES TODAY THAN IN 1993.**

- ♦ Survey responses indicate that the following areas of student services at Missouri's public institutions have improved: access to computer facilities, career planning and job placement services, response to the needs of nontraditional students, transfer of course credits from one institution to another, and variety of courses offered.

COLLEGE SUCCESS OF MISSOURI HIGH SCHOOL GRADUATES

In 1999, the Coordinating Board received an annual report that tracked 1997 high school graduates who became freshmen at Missouri's public colleges and universities. The report also tracked the retention patterns of the 1996 graduates after their first year in college.

DEMOGRAPHICS OF ENROLLMENT

- ♦ A total of 18,385 of Missouri's 1997 public high school graduates entered the state's public colleges and universities in the fall of 1997.
- ♦ Of these freshmen, 10,225 were women (56 percent), and 8,160 were men (44 percent).
- ♦ White students accounted for 86 percent, African-Americans for 8 percent, Asian-Americans for 1.5 percent, and Hispanics for 1 percent.

ACADEMIC PREPARATION

- ♦ In the fall of 1997, 20 percent of these freshmen were enrolled in remedial mathematics, 13 percent in remedial English, and 8 percent in remedial reading — a small increase since 1996 in the number of students taking remedial mathematics and reading courses.
- ♦ More than 70 percent of the 1997 Missouri high school graduates who entered the state's public institutions in the fall of 1997 reported ACT test scores. Their mean score (22.7) was above the national average (21.0).

SUCCESS IN COLLEGE

- ♦ First-Year Progress: Retention statistics show that 90 percent of the 1997 Missouri public high school graduates who entered Missouri's public colleges and universities completed their first semester (fall 1997) with a cumulative grade point average (GPA) of 2.47; 78 percent completed the spring 1998 semester with a cumulative GPA of 2.58; and 74 percent were enrolled for the fall 1998 semester with an average of 28.7 credit hours earned.
- ♦ Second-Year Progress: By the end of their second academic year (spring 1998), 65 percent of the 1996 public high school graduates remained enrolled in Missouri's public colleges and universities with a cumulative GPA of 2.68. In the fall of 1998, 62 percent were still enrolled.
- ♦ Of the 1996 and 1997 graduates from Missouri private high schools, about 84 percent successfully completed their first academic year and continued into their second fall semester. Approximately 78 percent of the 1996 graduates succeeded in completing the second academic year.

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Statewide Planning

Designing a coordinated plan for higher education in the state.

Section 173.020(4) RSMo

The Coordinating Board for Higher Education (CBHE) is responsible for statewide planning and policy-setting to improve the access, quality, efficiency, and affordability of Missouri higher education. The following items illustrate some of the ways in which the Coordinating Board interacts with its publics and the higher education community, both statewide and nationally, to make informed decisions in the best interest of Missouri citizens.

TRANSFER AND ARTICULATION

More than 500 college and university educators, advisors, board members, and administrators attended the February 1999 Statewide Conference on Transfer and Articulation, "The Mobile Learner: Searching for Common Ground Through General Education." The primary focus of the conference was the statewide review of the general education policy for transfer students.

Dr. John Gardner, nationally known for his work on the freshman-year experience and students in transition, opened the conference with a keynote address on restructuring general education to empower students and teach them how to learn.

Following Gardner's address, members of the General Education Steering Committee (GESC) briefed conference participants on the progress of their statewide review of general education policy and solicited feedback. The GESC reported the results of the first phase of the statewide review, which included a statewide survey of general education programs at Missouri colleges and universities as well as a review of models from other states.

Breakout sessions addressed various aspects of general education policy. Topics ranged from the assessment of general education to the multicultural enhancement of curriculum to the dilemmas students and advisors face when discussing the transfer of general education coursework.

Other conference breakout sessions addressed additional transfer and articulation issues, including the portability of college credit earned by high school students, the design and delivery of Advanced Placement courses, the search for

seamless transitions in mathematical competency, the role of effective articulation in the improvement of student writing, and the transfer and articulation of teacher education courses.

Dr. Cecilia López, associate director of the North Central Association of Colleges and Schools, delivered the luncheon address, "Transforming the Transfer Function," on the second day of the conference. López said she believes Missouri higher education is strategically positioned to be a national leader in the development of general education policy involving an emphasis on proficiencies, noting that a dynamic collaboration already exists within Missouri's higher education community and that many Missouri colleges and universities have extensive experience assessing student learning.

GENERAL EDUCATION

The CBHE Committee on Transfer and Articulation (COTA) appointed the General Education Steering Committee in 1998 to lead a statewide study of general education for transfer students. As part of the review, the GESC completed a statewide survey of all institutions, asking for the most up-to-date information about their general education programs. The findings of the survey were presented during the 1999 Statewide Conference on Transfer and Articulation. Significant findings included:

- ◆ Seventy-six percent of the respondents believed there were problems in transferring credit among institutions in the state.
- ◆ Fifty-eight percent of the respondents believed the problems in transfer indicated a need to revise Section A.1. of the Coordinating Board's 1998 Credit Transfer Policy.
- ◆ Fifty-five percent of the respondents reported that they had adopted general education proficiencies as the expected outcomes of their general education programs.
- ◆ Sixty-eight percent of the respondents reported that they had significantly revised their general education programs in the last 10 years, and several indicated that they were currently reviewing their general education programs.

As a result of its analysis of the general education programs of Missouri institutions as well as its review of models of general education from other states, the GESC recommended that Section A.1. of the 1998 Credit Transfer Policy be revised. In response, COTA charged GESC members with the responsibility of drafting a new general education section with

GESC WEB SITE CSTL.SEMO.EDU/GESC

GESC CO-CHAIRS

✧ **DR. DONALD DOUCETTE, VICE
CHANCELLOR FOR EDUCATION AND
TECHNOLOGY, METROPOLITAN
COMMUNITY COLLEGES**

✧ **DR. FREDERICK JANZOW, DEAN
OF THE SCHOOL OF UNIVERSITY
STUDIES, SOUTHEAST MISSOURI
STATE UNIVERSITY**



DUAL CREDIT TASK FORCE CO-CHAIRS

✧ **DR. STEPHEN LEHMKUHLE, VICE
PRESIDENT FOR ACADEMIC
AFFAIRS, UNIVERSITY OF MISSOURI
SYSTEM**

✧ **DR. MARY PHYFER, VICE
PRESIDENT AND DEAN OF
ACADEMIC AFFAIRS, THREE RIVERS
COMMUNITY COLLEGE**



JOINT PLANNING

✧ **MISSOURI HIGHER EDUCATION
LOAN AUTHORITY**

✧ **NEVADA AREA ECONOMIC
DEVELOPMENT COMMISSION**

✧ **STATE BOARD OF EDUCATION**

✧ **SOUTHEAST MISSOURI STATE
UNIVERSITY BOARD OF REGENTS**

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a major goal of promoting smooth transfer for students completing general education programs at all public institutions and at those independent and proprietary institutions that become signatories to the policy.

Throughout the process of preparing a new policy draft, GESC members communicated regularly with faculty and administrators to gather feedback and build broad-based support. During the 1999 American Association for Higher Education Summer Academy, GESC members reviewed institutional feedback and worked collectively in designing a goals- and competency-based approach to state-level general education policy. An initial draft of the revised general education policy was shared during the Fall Faculty Working Conference on General Education in October.

At the conference, more than 540 participants from 60 public and independent campuses asked questions, provided comments, and suggested changes to the proposed state-level general education policy for transfer students. Participants included presidents and chancellors, faculty from a diverse range of disciplines, college deans and other academic administrators, student services personnel, advisors, registrars, and outreach personnel.

The GESC used the input gathered during the faculty conference to prepare a new draft to present at the February 2000 Statewide Conference on Transfer and Articulation. The proposed policy includes a rationale for general education, a list of common goals and related competencies organized around four skill and four knowledge areas, a peer review process, and suggestions for phasing in the new policy. In addition, the GESC drafted Principles of Good Practice.

Throughout its statewide review of general education, the GESC has been committed to the acknowledgement of faculty responsibility for general education, the accommodation of institutional autonomy, the encouragement of students to

complete a coherent general education program, the recognition of student rights, and the promotion of good practice.

The new draft policy is expected to be reviewed by COTA in March 2000 and submitted for Coordinating Board action in June 2000.

DUAL CREDIT

After more than three years of review and discussion with the academic community, the Coordinating Board approved revised guidelines for general education dual credit courses taught in high schools by high school teachers during its June 1999 meeting. The revised policy was developed to ensure the quality and transferability of dual credit.

In June 1998, the Coordinating Board asked COTA to review and recommend any changes to its 1992 dual credit policy. COTA, in turn, appointed the Dual Credit Task Force in December 1998 to gather information from institutions and discuss revising the policy.

The Dual Credit Task Force analyzed data from other states and updated information on the scope and magnitude of dual credit activity in Missouri. The task force then identified a number of key issues to explore in detail, including student eligibility, specialized assessment, high school class mixture, limits on the number of hours, assurance of portability and quality, cooperation among institutions, and policy implementation.

The Dual Credit Task Force presented the following findings on dual credit to COTA in February 1999:

- The duplicated headcount enrollment for all dual credit courses had increased significantly, from 25,000 in FY 1996 to 41,259 in FY 1998.
- The overwhelming majority of dual credit courses were taught in high schools by high school faculty; an estimated 1,714 high school teachers taught dual credit courses in high schools in FY 1998.
- More than half of all dual credit

courses were taught in mixed classes, in which students seeking only high school credit are enrolled in courses with students seeking college credit.

- ♦ Thirty-two percent of the institutions did not provide a structured orientation for dual credit instructors in FY 1998.
- ♦ Tuition charged for dual credit courses was heavily discounted; the estimated average tuition discount was 70.2 percent in FY 1998.

Dual credit was featured in two sessions of the 1999 Statewide Conference on Transfer and Articulation. During the first session, participants received a report from COTA on the status of the statewide review of dual credit as well as an agreed-upon timeline and process for making changes to the board's 1992 policy. In the second session, COTA invited comments from participants about changes they would like to see incorporated into COTA's recommendations.

Following the conference, several drafts of the new policy were created, reviewed by the academic community, and revised before the final draft was approved by the Coordinating Board during its June meeting.

The objectives of the 1999 Policy Guidelines for the Delivery of Dual Credit Courses in High Schools are to:

- ♦ establish procedures to ensure quality control,
- ♦ reinforce policy guidelines with the North Central Association standards,
- ♦ clarify the responsibilities of chief academic officers,
- ♦ support a seamless transition between high school and college,
- ♦ specify a rationale for fee structures,
- ♦ ensure the transferability of credit,
- ♦ promote high quality while maintaining institutional autonomy, and
- ♦ address monitoring issues.

The policy applies only to dual credit general education courses taught in high schools by high school faculty.

Following the June 1999 Coordinating Board meeting, COTA

notified all public, independent, and proprietary institutions of the revised policy; the State Board of Education also was notified and asked to announce the revised policy guidelines to secondary educators, parents, and students. During the summer, COTA turned its attention to clarifying the policy's intent and implementation process. The Coordinating Board adopted the clarifying comments in October 1999.

In its clarifying comments, the Coordinating Board established the fall of 2000 as the target date for full implementation of the revised policy and encouraged institutions to implement as much of the policy as possible before that date. Beginning in the fall of 2000, all students who take dual credit courses should meet the new minimum eligibility requirements. The clarifying comments also explain the policy's section on the comparability of academic calendars, which is intended to prevent retroactive registration, which permits students to decide to register for dual credit late in the semester. Concerning charges for dual credit courses, institutions were admonished to be consistent among high schools; quality controls should not be sacrificed in order to provide institutions with a competitive financial edge. Furthermore, the Coordinating Board clarified that institutions that become signatories to the CBHE policy guidelines should agree to guarantee the acceptance of up to five dual credit courses for transfer. The transfer of additional dual credit will be evaluated on a course-by-course basis. Finally, institutions were encouraged to review their articulated transfer agreements' consistency with their dual credit policies.

The Coordinating Board also adopted a Principles of Good Practice statement during its October meeting. The purpose of the statement is to develop institutional agreements on implementation practices. The statement addresses practical issues concerning the administrative and

APPENDIX

ADVANCED PLACEMENT

- ⇒ 187 public and private Missouri high schools offered AP courses in 1999, an increase of 16 schools since 1998.
- ⇒ Also in 1999, 8,775 AP exams were taken by 5,447 students, reflecting an increase of 13.3 percent in the number of exams taken and an increase of 12.5 percent in the number of students taking the exams.
- ⇒ The average AP exam grade for all exams in Missouri was 3.3, compared to a national average of 3.02.
 - ♦ For public school exams, the average score for Missouri students was 3.22, compared to 2.97 nationally.

For the third straight year, Missouri had the highest percentage of exams scoring at grade 3.0 or above of all 50 states, with 73.5 percent of exams written by Missouri students scoring at a grade of 3.0 or above. The nationwide average for all AP students scoring 3.0 or above was 63.5 percent. (The College Board recommends a score of 3.0 or above for college-level credit and advanced placement.)

TRUSTEESHIP DEVELOPMENT

The Coordinating Board established its trusteeship development program in 1996 to assist institutional governing board members in becoming effective stewards of higher education.

Nineteen Missouri college and university trustees participated in the Coordinating Board's June 1999 Trusteeship Development Workshop in St. Peters. Coordinating Board members and college and university presidents also attended the workshop. Dr. Connie Campbell, CBHE vice chair, organized the program.

The workshop began with an overview of the Coordinating Board and its strategic plan by CBHE Chair Ray Henry and Commissioner of Higher Education Kala Stroup. Trustees also heard from John Beakley, director of boards and commissions for the governor's office, who discussed the role and purpose of trustees. Stuart Miller, CPA at Peat-Marwick-Chicago, and Holly Fine, budget analyst for the state of Missouri, presented a trustee's guide to funding and financing. In addition, David Harpool, attorney-at-law and Webster University School of Business and Technology dean and associate vice president of graduate studies, discussed public trust and accountability.

The CBHE handbook for trustee development, completed in 1999, will serve as a guide for the next trustee workshop in December 2000.

day-to-day aspects of dual credit programs and covers institutional context, commitment, and responsibilities as well as procedures for evaluation and assessment.

Since the adoption of the new dual credit policy, baseline data have been collected and are being verified. The new policy will be reviewed in 2002 to determine its impact on institutional behavior and student performance.

GOVERNOR'S CONFERENCE ON HIGHER EDUCATION

The December 1999 Governor's Conference on Higher Education was attended by more than 400 college and university governing board members, presidents and other administrators, faculty, and students as well as business leaders and state government officials. The primary topic of discussion at the conference was the Missouri Commission on the Affordability of Higher Education's report, *Toward an Affordable Future*.

Also during the opening session, Missouri Treasurer Bob Holden introduced the Missouri Saving for Tuition (MOST) Program, which was launched November 1, 1999. The program offers students and families a convenient, flexible means of saving for higher education as well as state and federal tax incentives. Holden, who chairs the MOST Program Board, reported that the program had already received deposits totaling more than \$1 million after just one month of operation.

Breakout sessions allowed conference participants to discuss a report of the 1999 Knight Higher Education Collaborative/College and University Presidents Roundtables, the Missouri K-16 Coalition's report on mathematics, the potential impact of the MOST Program on Missouri higher education, and the implementation of the affordability commission's recommendations.

Governor Mel Carnahan addressed issues of quality and affordability in Missouri higher education during the luncheon session. He said that paying

for a college education is a major challenge for many working families, and he applauded the assistance given by state financial aid programs but said that more needs to be done. Governor Carnahan urged college and university governing boards to continue focusing on both quality and affordability. He also stressed the importance of results-oriented strategic planning and collaboration when addressing issues of affordability.

After his address, Governor Carnahan presented the 1999 Governor's Award for Excellence in Teaching to 64 outstanding faculty members from postsecondary schools, colleges, and universities. Recipients were selected by their respective institutions for their effective teaching and advising, service to the school community, commitment to high standards of excellence, and success in nurturing student achievement.

In conjunction with the Governor's Conference, 60 state higher education leaders discussed implementation plans for "targets of opportunity" during the Knight Higher Education Collaborative/College and University Presidents Roundtable. The "targets of opportunity" include creating a culture of collaboration, improving teacher preparation, serving new markets, improving technology infrastructure and use, promoting discipline-based conversations among faculty and institutions, and fostering smooth transitions between K-12 and postsecondary education. Proposals were created for each target, and participants agreed the proposals were designed not necessarily to enhance collaboration but to improve access and service for Missourians through stronger institutions and an environment that welcomes the demands of competition.

Following the December roundtable, participants continued working collaboratively to conceptualize a vision for Missouri higher education and to work toward a truly seamless statewide system of higher education.

1999 GOVERNOR'S AWARDS FOR EXCELLENCE IN TEACHING

JOHN ANGLIN
EAST CENTRAL COLLEGE

DANIEL BEACH
DRURY UNIVERSITY

PETER BROGLIO
CROWDER COLLEGE

TWILA BROWN EDWARDS
EVANGEL UNIVERSITY

JUDY BRYANT
SOUTHWEST BAPTIST UNIVERSITY

REX CAMPBELL
UNIVERSITY OF MISSOURI-COLUMBIA

THOMAS CARTER
THREE RIVERS COMMUNITY
COLLEGE

SOUMITRA
CHATTOPADHYAY
COLUMBIA COLLEGE

RASMA CHERESON
ST. LOUIS COLLEGE OF PHARMACY

JOSEPH CIRINCIONE
ROCKHURST UNIVERSITY

LINDA CONNER
MOBERLY AREA COMMUNITY COLLEGE

MISSIE COTTON
NORTH CENTRAL MISSOURI COLLEGE

ANNE DEMA
WILLIAM JEWELL COLLEGE

CHARLES DUNLAP
UNIVERSITY OF MISSOURI-
KANSAS CITY

LARRY EASLEY
SOUTHEAST MISSOURI STATE
UNIVERSITY

TODD ECKDAHL
MISSOURI WESTERN STATE
COLLEGE

NEHAD EL-SAWI
THE UNIVERSITY OF HEALTH
SCIENCES

DOUGLAS FICKES
WESTMINSTER COLLEGE

GERMAINE FRY MURRAY
MARYVILLE UNIVERSITY OF
SAINT LOUIS

MICHAEL FULLER
ST. LOUIS COMMUNITY COLLEGE
AT FLORISSANT VALLEY

NORD GALE
UNIVERSITY OF MISSOURI-ROLLA

W. ANDREW GEOGHEGAN, JR.
LONGVIEW COMMUNITY COLLEGE

BEATA GRANT
WASHINGTON UNIVERSITY

BYRON GRANT
WEBSTER UNIVERSITY

JOHN GUTWEILER
LOGAN UNIVERSITY

RANDY HAGERTY
TRUMAN STATE UNIVERSITY

RICHARD HENDERSON
DEVRY INSTITUTE OF TECHNOLOGY

JOHN HESS
OZARKS TECHNICAL COMMUNITY
COLLEGE

ANNELIESE HOMAN
STATE FAIR COMMUNITY COLLEGE

C. PATRICK HOTLE
CULVER-STOCKTON COLLEGE

VINCENT IMHEL
SAINT LOUIS UNIVERSITY

KAREN KANNENBERG
MISSOURI BAPTIST COLLEGE

STEVEN KOOSMANN
ST. LOUIS COMMUNITY COLLEGE
AT FOREST PARK

CEDOMIR KOSTOVIC
SOUTHWEST MISSOURI STATE
UNIVERSITY

MARY KAY KREIDER
ST. LOUIS COMMUNITY COLLEGE
AT MERAMEC

VIRGINIA KUGEL-ZANK
MISSOURI VALLEY COLLEGE

LINDA LEMBKE
CENTRAL METHODIST COLLEGE

JEFFREY LINDSTROM
FONTBONNE COLLEGE

GRETCHEN LOCKETT
HARRIS-STOWE STATE COLLEGE

TRISH LOOMIS
JEFFERSON COLLEGE

GARY MCGEE
ASSEMBLIES OF GOD
THEOLOGICAL SEMINARY

RHONDA MCKEE
CENTRAL MISSOURI STATE
UNIVERSITY

PAT MCLAUGHLIN
NORTHWEST MISSOURI STATE
UNIVERSITY

BEN MEADE
AVILA COLLEGE

JOHN MESSICK
MISSOURI SOUTHERN STATE
COLLEGE

ERIC MILLER
LINN STATE TECHNICAL COLLEGE

RONALD MIRIANI
PARK UNIVERSITY

ROBERT MITCHELL, SR.
LINCOLN UNIVERSITY

CHARLES MORDAN
WENTWORTH MILITARY ACADEMY
AND JUNIOR COLLEGE

BARRY MORGAN
HANNIBAL-LAGRANGE COLLEGE

KATHLEEN MORRISON
SOUTHWEST MISSOURI STATE
UNIVERSITY-WEST PLAINS

SINAN OZKAL
COTTEY COLLEGE

KRISHNAKANT PANDYA
KIRKSVILLE COLLEGE OF
OSTEOPATHIC MEDICINE

BILL REYNOLDS
ST. CHARLES COUNTY
COMMUNITY COLLEGE

RAYMOND SCUPIN
LINDENWOOD UNIVERSITY

JOHN STOCKMYER
MAPLE WOODS COMMUNITY
COLLEGE

DIANA STUART
MINERAL AREA COLLEGE

J. MICHAEL STURGEON
PENN VALLEY COMMUNITY COLLEGE

R. TERRETT TEAGUE, JR.
STEPHENS COLLEGE

MICHAEL WALLING
KANSAS CITY ART INSTITUTE

JERROLD WATSON
COLLEGE OF THE OZARKS

CHERYL WINTER
BLUE RIVER COMMUNITY COLLEGE

RUDOLPH WINTER
UNIVERSITY OF MISSOURI-
ST. LOUIS

HARRIET YELON
WILLIAM WOODS UNIVERSITY

"WITHOUT QUALITY EDUCATION AND
QUALITY TEACHERS, WE CAN NEVER
REACH OUR FULL POTENTIAL, EITHER
AS INDIVIDUALS OR AS A NATION."

— GOVERNOR MEL CARNAHAN



CBHE INTERNSHIPS AND FACULTY FELLOWSHIPS

The intern and faculty fellowship programs initiated in 1996 continue to attract top-quality students and faculty from throughout the state's public and independent colleges and universities. The programs were created to provide faculty and students with opportunities to foster their personal and professional development as well as a greater understanding of Missouri higher education. In return, Coordinating Board staff gain from the perspectives of faculty and students.

Since 1996, five faculty fellows and 42 undergraduate, graduate, and doctoral interns from 14 different public and independent colleges and universities and private career schools have participated in the programs. Many interns return for multiple semesters, and five have been hired to fill full-time positions as a result of their internships.

Proprietary School Certification Program

The [Coordinating] Board shall issue certificates of approval to proprietary schools that meet the minimum standards established pursuant to the provisions of sections 173.600 to 173.618 RSMo.

Section 173.604.1 RSMo

The Coordinating Board for Higher Education administers the statutory program that requires proprietary schools in Missouri be certified to operate. The Proprietary School Certification Program is the means through which the Coordinating Board provides this important service to the citizens of the state.

Through the implementation of the program's standards and outreach activities, current and prospective students, parents, and other interested individuals can have greater confidence in the quality and integrity of the postsecondary educational institutions that offer instruction in the state.

Missouri statutes define a proprietary school as any person (including individuals, corporations, associations, etc.) not specifically exempted that offers or maintains on a

for-profit or not-for-profit basis a course or courses of instruction or study through classroom instruction or correspondence, or that grants certificates or degrees.

Consequently, while Missouri-based private, for-profit proprietary schools are within the jurisdiction of the program and comprise the largest number of certified schools, the certification program interacts with a wide variety of postsecondary educational institutions.

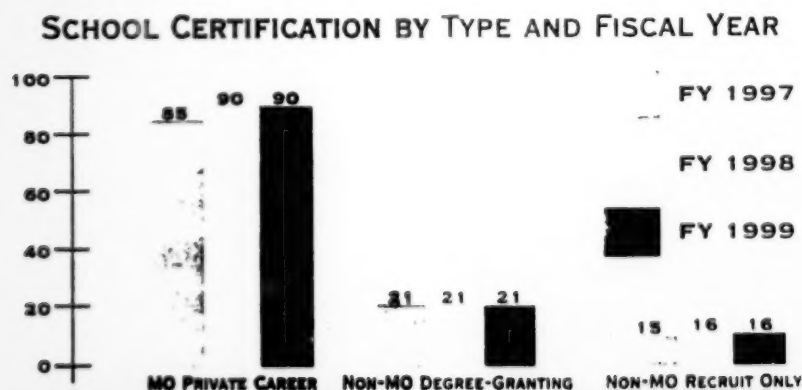
Schools under the authority of this program generally fall into three categories: Missouri private career schools, non-Missouri academic degree-granting institutions, and schools that are certified only to recruit students from Missouri.

As the graph of school certifications indicates, a total of 127 schools received certificates of approval to operate during FY 1999. As part of the certification process, program staff visited 15 schools to conduct systematic on-site reviews. Current plans include a visit to each Missouri private career school at least once every three years.

In addition to the certification of existing schools, the program staff must review proposals for the establishment of new institutions, review applications for exemption from the requirements of the certification statute, respond to student inquiries and complaints, collect and report institutional and student data, and coordinate school closure activities.

One of the most unique aspects of the program is its focus on the collection, analysis, and dissemination of information and data about the schools within the program. These data are processed and maintained as a planning and decision-making resource for the schools submitting the data and the Coordinating Board.

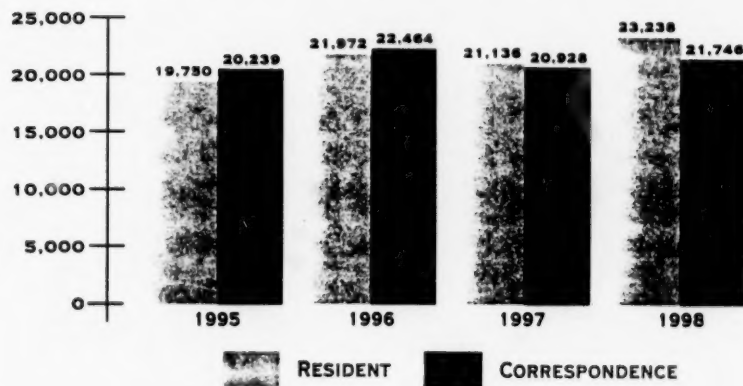
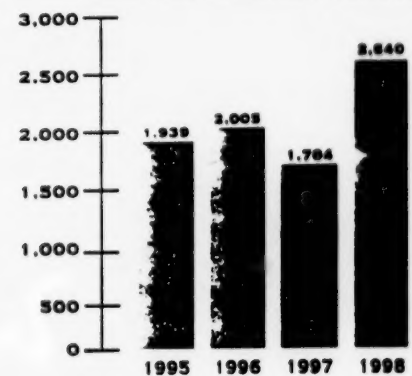
The graphs on the following page illustrate both the size of the student population and the diversity of student interest represented by the institutions within the program.



NUMBER OF SCHOOLS			
STATUS OF SCHOOL	1997	1998	1999
CERTIFIED - INITIAL	8	8	10
EXEMPTIONS APPROVED	18	11	11

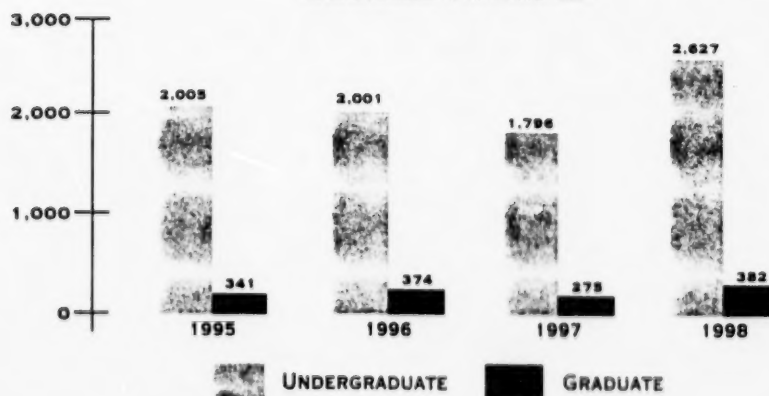
Total Enrollment at Certified Schools

MISSOURI PRIVATE CAREER SCHOOLS

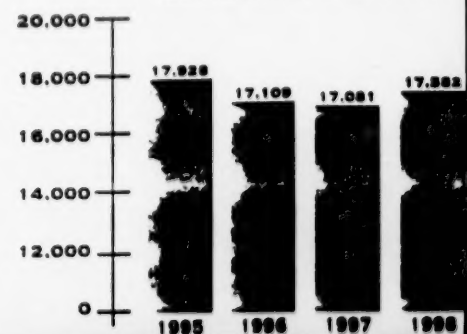
NON-MISSOURI
DEGREE-GRANTING SCHOOLS

Completions at Certified Schools

DEGREES AWARDED



CERTIFICATES AWARDED



Missouri Public and Independent Colleges and Universities

PUBLIC TWO-YEAR COMMUNITY COLLEGES

- Crowder College
Dr. Kent Farnsworth, President
- East Central College
Dr. Karen Herzog, President
- Jefferson College
Dr. Gregory Adkins, President
- Metropolitan Community Colleges
Dr. Wayne Giles, Chancellor
- ♦ Blue River Community College
Mr. Ron Greathouse, Interim President
- ♦ Longview Community College
Dr. Fred Grogan, President
- ♦ Maple Woods Community College
Dr. Merna Saliman, President
- ♦ Penn Valley Community College
Dr. Jackie Snyder, Interim President
- Mineral Area College
Dr. Dixie Kohn, President
- Moberly Area Community College
Dr. Evelyn Jorgenson, President
- North Central Missouri College
Dr. Walter Nolte, President
- Ozarks Technical Community College
Dr. Norman Myers, President
- St. Charles County Community College
Dr. John McGuire, President
- St. Louis Community College
Dr. Henry Shannon, Chancellor
- ♦ St. Louis Community College at Florissant Valley
Dr. Gustavo Valadez Ortiz, President
- ♦ St. Louis Community College at Forest Park
Dr. Ronald Smith, Acting President
- ♦ St. Louis Community College at Meramec
Dr. E. Lynn Suydam, President
- State Fair Community College
Dr. Stephen Poort, President
- Three Rivers Community College
Dr. John Cooper, President

PUBLIC TWO-YEAR TECHNICAL COLLEGE

- Linn State Technical College
Dr. Donald Claycomb, President

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

- Central Missouri State University
Dr. Bobby Patton, President
- Harris-Stowe State College
Dr. Henry Givens, Jr., President
- Lincoln University
Dr. David Henson, President
- Missouri Southern State College
Dr. Julio León, President
- Missouri Western State College
Dr. Janet Murphy, President
- Northwest Missouri State University
Dr. Dean Hubbard, President
- Southeast Missouri State University
Dr. Kenneth Dobbins, President
- Southwest Missouri State University
Dr. John Keiser, President
- ♦ SMSU-West Plains
Gen. Fred Marty, Chancellor
- Truman State University
Dr. Jack Magruder, President
- University of Missouri
Dr. Manuel Pacheco, President
- ♦ University of Missouri-Columbia
Dr. Richard Wallace, Chancellor
- ♦ University of Missouri-Kansas City
Dr. Martha Gilliland, Chancellor
- ♦ University of Missouri-Rolla
Dr. John Park, Chancellor
- ♦ University of Missouri-St. Louis
Dr. Blanche Touhill, Chancellor

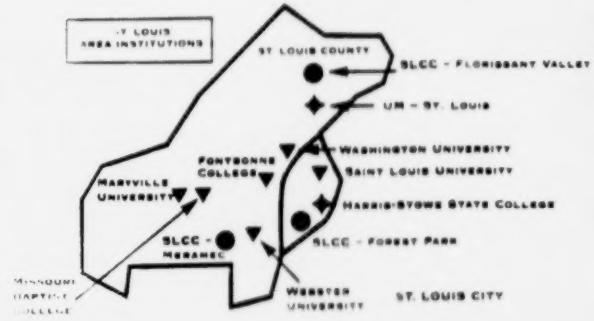
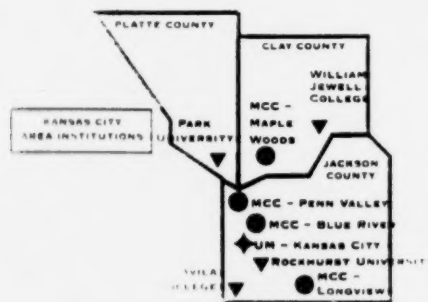
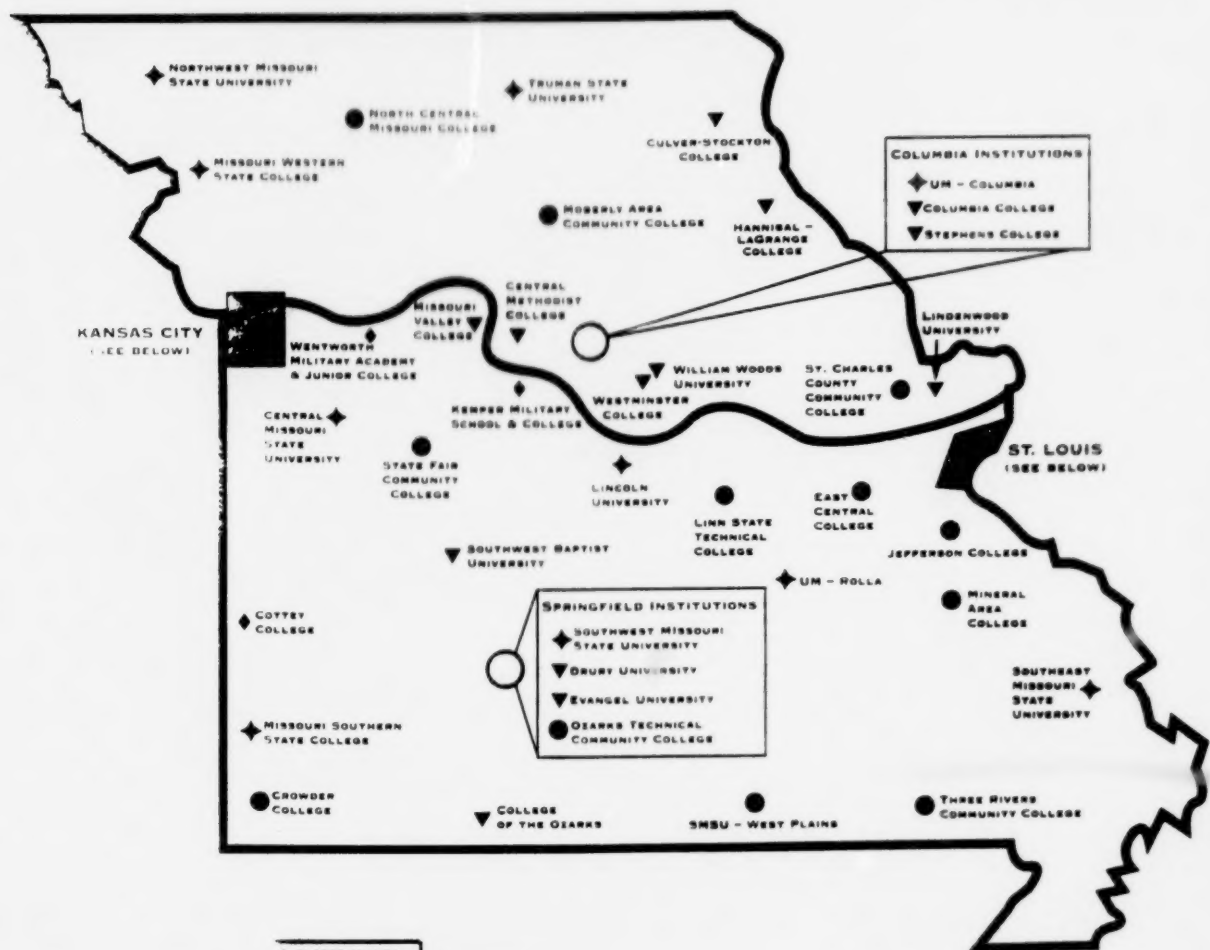
INDEPENDENT TWO-YEAR COLLEGES

- Cotter College
Dr. Helen Washburn, President
- Kemper Military School and Junior College
Dr. Edward Ridgley, President
- Wentworth Military Academy
and Junior College
Col. Jerry Brown, Superintendent

INDEPENDENT FOUR-YEAR COLLEGES AND UNIVERSITIES

- Avila College
Dr. Larry Kramer, President
- Central Methodist College
Dr. Marianne Inman, President
- College of the Ozarks
Dr. Jerry Davis, President
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Dr. Gerald Brouder, President
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